nea reporter

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NEA LAUNCHES $$ DRIVE TO ELECT PRO-EDUCATION CONGRESS

NEA has launched a massive fund-raising drive for NEA-PAC, the Association's political action arm, to help the 1974 election of pro-education candidates to the U.S. Senate and House of Representatives.

Primary objective of the campaign is to obtain political funds to help re-elect friends of education and increase the number of Congressmen who will give education top billing among the nation's priorities and support NEA's goals of one-third federal financing and guaranteed collective bargaining rights for teachers.

The NEA Board of Directors, acting on a mandate of the 1973 Representative Assembly, authorized the drive to obtain a $1 contribution to NEA-PAC from each of the Association's 1.4 million members, in cooperation with state and local affiliates.

NEA-PAC (NEA-Political Action Committee) is made up of a group of NEA elected officers and of representatives of all state associations and minority caucuses.

Methods of collecting voluntary contributions will vary from state to state. NEA will provide whatever plan for collection of funds is most effective in a particular state. For example, some states may elect to make a single large contribution to NEA-PAC from state political action funds, rather than solicit individual contributions.

In states running a voluntary $1 per member campaign, state leaders, UniServ staff, and local association presidents are now receiving guidelines, reporting forms, and other relevant material.

Target dates for collection of individual contributions and donations from state PAC's fall between February 1 and March 1.

NEA-PAC, at its St. Louis meeting in December, began its 1974 campaign activity by selecting a slate of high-priority pro-education candidates. Most decisions and allocations will be made at the NEA-PAC meeting in April, however, when money is available as a result of the fund-raising drive.

The entire 435-member House and a third of the 100-member Senate will be elected in November. The circumstances of this year's campaign indicate that the sum of individual contributions, such as those collected by NEA-PAC, will have a big impact on the elections. There will be less reliance on "fat cats" and other big-business and industrial interests as reform for financing of political campaigns is pressed by the public and in Congress.

(See also the editorial by NEA President Helen Wise on page 3.)

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Association lobbying effort pays off

NEARLY $1 BILLION MORE FOR SCHOOLS

President Nixon's signing of the Labor-HEW fiscal 1974 appropriations bill in mid-December climaxed 10 months of intensive lobbying by teachers and their associations across the country. NEA President Helen Wise credits the massive lobbying effort for enactment of the bill, which includes $6.2 billion for education—some $945 million above the Administration request (see table, page 2).

A key amendment to the bill, opposed by NEA, allows the President to withhold up to $400 million in the Labor-HEW package, but prevents any single program from being cut by more than five percent. Even if all vulnerable education programs were cut under this provision, funds for HEW's Education Division would still exceed the fiscal 1974 budget request by about $750 million.

As President Nixon signed the appropriation, he announced that approximately $500 million in formerly impounded fiscal 1973 funds would be released. It is expected that HEW will release

(Continued on page 2)

CINCINNATI TEACHERS CHOOSE ASSOCIATION

CINCINNATI, OHIO—Teachers here blasted hopes of the American Federation of Teachers in a major AFT target city by voting for association representation.

On January 8, the teachers chose the Cincinnati Teachers Association, an NEA-Ohio Education Association affiliate, over the local federation by a vote of 1,715 to 1,282. It was the third straight time the city's teachers have given CTA the right to bargain for them.

"The issue in this election was competence—who could bargain most effectively, protect teacher rights, and improve education in Cincinnati," said CTA President Harriet Russell. "This is the third time that the federation has raised that question, and for the third time the teachers of Cincinnati have proved they realize that CTA-OEA-NEA is the only organization that works for all our interests."

NEA Executive Secretary Terry E. Herndon expressed pleasure at the win, but added: "I'm not really surprised. The outcome reflects all we've seen in the last 10 years of organizing teachers—the superiority of services under a functioning local-state-national structure and the preference of teachers for an independent posture. Today's teachers are impressed by performance, not rhetoric. They want to be part of a cohesive organization with delivery capability at all levels and clout in state and national forums."

nea helping teachers teach

MORE SCHOOL $$

(Continued from page 1)
the funds over a two-year period. Programs to receive the money include: ESEA Title I, $225 million; ESEA Title II, $10 million; ESEA Title III, $25 million; ESEA Title V, $15 million; NDEA Title III-A, $48 million; Education of the Handicapped, $12.5 million; Vocational Education, $77 million; Adult Education, $23.7 million; Libraries Services and Construction, $51.7 million; and Title VI of the Higher Education Act, $12.5 million.

In the fiscal 1974 appropriation for education, some of the programs which President Nixon wanted to scrap are retained. For example, no money was requested for school or public libraries. Heeding educators' urgings, Congress provided about $170 million. Also, under the President's budget there was no provision for impact aid to districts where pupils' parents work but do not live on federal property (the B category). The compromise measure provides $591 million for operating expenses in impacted districts, including $331 million for the B category.

The controversy over distribution of ESEA Title I funds for disadvantaged children was resolved by revising the "hold harmless" provision. The language now provides that each local education agency is entitled to at least 90 percent of the Title I money it received in fiscal 1973, and that the aggregate amount for each state will be at least 100 percent but not more than 120 percent of what it received in fiscal 1973. Population shifts revealed by the 1970 census make this provision critical.

Although enacted midway in the fiscal 1974 year, the new measure marks the first time in 18 months that the Labor and HEW departments have operated under a regular appropriation. Presidential vetoes during this time have resulted in funding under continuing resolutions and have prevented school districts from knowing how much federal funding could be counted on for planning programs.

The President's budget proposals for fiscal 1975 are expected soon.

President Wise praised teachers for their energetic campaign of letter writing and personal contact, both in home districts and on Capitol Hill, which played a major role in winning acceptance of the new funding measure.

FISCAL '74 FEDERAL EDUCATION APPROPRIATIONS

	1974 Budget request	1974 Conference agreement	Effect of $400,000,000 reduction
Elementary and secondary education:			
1. Aid to school districts:			
(a) Educational deprived children	1,585,185,000	1,810,000,000	1,719,500,000
(b) Supplementary services:			
(1) State plan programs	126,306,000	126,306,000	126,306,000
(2) Special programs and projects	20,087,000	20,087,000	20,087,000
Subtotal	136,393,000	146,393,000	146,393,000
Subtotal	1,731,578,000	1,956,393,000	1,856,893,000
2. Strengthening State departments of education:			
(a) General support		36,500,000	34,675,000
(b) Comprehensive planning and evaluation		5,000,000	4,750,000
Subtotal		41,500,000	39,425,000
3. Bilingual education	35,000,000	53,000,000	50,350,000
4. Follow Through	41,000,000	41,000,000	41,000,000
5. Equipment and minor remodeling		30,000,000	28,500,000
Total	1,807,578,000	2,121,893,000	2,025,168,000
School assistance in Federally affected areas:			
1. Maintenance and operations:			
(a) "A" Category payments	232,000,000	217,820,000	217,820,000
(b) "B" Category and other payments		331,680,000	315,096,000
(c) Payments to other Federal agencies	41,500,000	41,500,000	41,500,000
Subtotal	273,500,000	591,000,000	574,416,000
2. Construction	19,000,000	19,000,000	19,000,000
Total	292,500,000	610,000,000	593,416,000
Emergency school aid:			
1. Special projects			
(a) Metropolitan area projects	12,447,000		
(b) Bilingual education projects	9,958,000	9,958,000	9,958,000
(c) Educational television	7,468,000	7,468,000	7,468,000
(d) Special programs and projects	12,447,000	12,447,000	12,447,000
(e) Evaluation	2,489,000	2,489,000	2,489,000
Subtotal	44,809,000	32,362,000	32,362,000
2. State apportionment:			
(a) Pilot programs	37,341,000	37,341,000	37,341,000
(b) Special programs and projects	19,915,000	19,915,000	19,915,000
(c) General grants to local educational agencies	146,875,000	146,875,000	146,875,000
Subtotal	204,131,000	204,131,000	204,131,000
3. Training and advisory services	21,700,000	21,700,000	21,700,000
Total	270,640,000	258,193,000	258,193,000
Education for the handicapped:			
1. State grant program	37,500,000	50,000,000	47,500,000
2. Special target programs:			
(a) Deaf-blind projects	10,000,000	14,795,000	14,055,000
(b) Early childhood projects	12,000,000	12,000,000	12,000,000
(c) Specific learning disabilities	3,250,000	3,250,000	3,250,000
(d) Regional resource centess	7,243,000	7,243,000	7,243,000
Subtotal	32,493,000	37,288,000	36,548,000
3. Innovation and development	9,916,000	9,916,000	9,916,000
4. Technology and communications:			
(a) Media srevices and captioned films	13,000,000	13,000,000	13,000,000
(b) Recruitment and information	500,000	500,000	500,000
Subtotal	13,500,000	13,500,000	13,500,000
5. Special education and manpower development	37,700,000	41,700,000	39,615,000
Total	131,109,000	152,404,000	147,079,000
Occupational, vocational and adult eductaion:			
1. Grants to States for vocational education:			
(a) Basic vocational education programs:			
(1) Annual appropriation	376,682,000	426,682,000	405,347,000
(2) National advisory councils	330,000	330,000	330,000
Subtotal	377,012,000	427,012,000	405,677,000
(b) Programs for students with special needs	20,000,000	20,000,000	20,000,000
(c) Consumer and homemaking education	25,625,000	32,625,000	30,994,000
(d) Work-study	6,000,000	8,262,000	7,849,000
(e) Cooperative education	19,500,000	19,500,000	19,500,000
(f) State advisory councils	2,690,000	3,204,000	3,044,000
Subtotal	450,827,000	510,603,000	487,064,000
2. Vocational research:			
(a) Innovation	16,000,000	16,000,000	16,000,000
(b) Curriculum development	4,000,000	4,000,000	4,000,000
(c) Research—Grants to States	18,000,000	18,000,000	18,000,000
Subtotal	38,000,000	38,000,000	38,000,000
3. Career education	14,000,000		
4. Adult education:			
(a) Grants to States	51,300,000	56,300,000	53,485,000
(b) Special projects	7,000,000	7,000,000	7,000,000
(c) Teacher training	3,000,000	3,000,000	3,000,000
Subtotal	61,300,000	66,300,000	63,485,000
Total	564,127,000	614,903,000	588,549,000
Higher education:			
1. Student assistance:			
(a) Grants and work-study:			
(1) Basic opportunity grants	959,000,000	500,000,000	475,000,000
(2) Supplementary opportunity grants		210,300,000	210,300,000
(3) Work-study	250,000,000	270,200,000	270,200,000
(4) State student incentive grants		20,000,000	19,000,000
Subtotal	1,209,000,000	1,000,500,000	974,500,000
(b) Cooperative education	10,750,000	10,750,000	10,750,000
(c) Subsidized insured loans:			
Interest on insured loans	310,000,000	310,000,000	310,000,000
(d) Direct loans:			
(1) Federal capital contributions		286,000,000	286,000,000
(2) Loans to institutions		2,000,000	2,000,000
(3) Teacher cancellations	5,000,000	5,000,000	5,000,000
Subtotal	5,000,000	293,000,000	293,000,000
Subtotal	1,534,750,000	1,614,250,000	1,588,250,000
2. Special programs for the disadvantaged:			
(a) Talent Search	6,000,000	6,000,000	6,000,000
(b) Special services in college	26,000,000	26,000,000	26,000,000
(c) Upward Bound	38,331,000	38,331,000	38,331,000
Subtotal	70,331,000	70,331,000	70,331,000
3. Institutional assistance:			
(a) Strengthening developing institutions	99,992,000	99,992,000	99,992,000
(b) Construction:			
(1) Subsidized loans	31,425,000	31,425,000	31,425,000
(c) Language training and area studies	1,360,000	13,360,000	12,693,000
(d) University community services		15,000,000	14,250,000
(e) Aid to land-grant colleges:			
(1) Annual appropriation		10,000,000	9,500,000
(f) State post-secondary education commissions	3,000,000	3,000,000	3,000,000
(g) Veterans cost-of-construction		25,000,000	23,750,000
Subtotal	135,777,000	197,777,000	194,610,000
4. College personnel development:			
(a) College teacher fellowships	5,806,000	5,806,000	5,806,000
(b) Fellowships for disadvantaged	750,000	750,000	750,000
(c) Ellender fellowships	500,000	500,000	500,000
Subtotal	7,056,000	7,056,000	7,056,000
Total	1,747,914,000	1,889,414,000	1,860,247,000
Library resources:			
1. Public libraries:			
(a) Services		49,209,000	46,749,000
Subtotal		49,209,000	46,749,000
2. School library resources		95,000,000	90,250,000
3. College library resources:			
(a) College library resources		10,500,000	9,975,000
(b) Librarian training		3,000,000	2,850,000
(c) Library demonstrations		1,500,000	1,425,000
Subtotal		15,000,000	14,250,000
5. Undergraduate instructional equipment		12,500,000	11,875,000
Total		171,709,000	163,124,000
Educational development:			
1. Education professions development:			
(a) Teacher corps	37,500,000	37,500,000	37,500,000
(b) Elementary and secondary development:			
(1) Urban-rural	9,552,000	12,135,000	11,529,000
(2) Career opportunities	21,353,000	23,572,000	22,394,000
(3) Categorical programs		8,841,000	8,399,000
(4) Exceptional children		4,112,000	3,907,000
Subtotal	30,875,000	48,660,000	46,229,000
(c) Vocational education		11,860,000	11,286,000
(d) New careers in education		300,000	286,000
(e) Higher education:			
(1) Institutes			
(2) Fellowships	2,100,000	2,100,000	2,100,000
Subtotal	2,100,000	2,100,000	2,100,000
Subtotal	70,475,000	100,420,000	97,383,000
2. National priority programs:			
(a) Educational technology demonstrations:			
(1) Educational broadcasting facilities	13,000,000	16,500,000	15,675,000
(2) Sesame Street—Electric Company	3,000,000	3,000,000	3,000,000
Subtotal	16,000,000	19,500,000	18,675,000
(b) Drug abuse education	3,000,000	6,000,000	5,700,000
(c) Right to read	12,000,000	12,000,000	12,000,000
(d) Environmental education		2,000,000	1,900,000
(e) Nutrition and health		2,000,000	1,900,000
(f) Dropout prevention	4,000,000	4,000,000	4,000,000
(g) Ethnic heritage studies		2,500,000	2,375,000
Subtotal	35,000,000	48,000,000	46,550,000
3. Data systems improvement:			
(a) Educational statistics:			
(1) Surveys and special studies	7,400,000	4,250,000	4,250,000
(2) Common core of data	500,000		
Subtotal	7,900,000	4,250,000	4,250,000
(b) National achievement study	7,000,000	4,500,000	4,500,000
Subtotal	14,900,000	8,750,000	8,750,000
Total	120,375,000	157,170,000	152,683,000
Educational activities overseas:			
Special foreign currency program	3,000,000	1,000,000	1,000,000
Student loan insurance fund	57,883,000	57,883,000	57,883,000
Higher educational facilities loan & insurance fund:			
1. Participation sales insufficiencies	2,948,000	2,948,000	2,948,000
Salaries and expenses:			
1. Program administration	76,366,000	76,166,000	79,166,000
2. Planning and evaluation	10,205,000	5,205,000	5,205,000
3. General program dissemination	750,000		
4. Advisory committees	797,000	524,000	524,000
5. Indian Education		1,852,000	1,759,000
Total	88,118,000	86,747,000	86,654,000
Subtotal, Office of Education	5,086,192,000	6,124,264,000	5,936,933,000
National Institute of Education	162,197,000	75,000,000	75,000,000
Total, Education Division	5,265,241,000	6,210,986,000	6,023,666,000

NEA-PAC NEEDS TEACHER DOLLARS

An editorial by NEA President Helen Wise

In this national election year teachers, as never before, have an opportunity to help elect a Congress that will think and *act* education. It will happen only if all teachers pitch in.

One of the best ways to get a piece of the political action in the nation's capital and ensure the election of an education-minded Congress in 1974 is to make a $1 contribution to NEA-PAC, your national political action arm. Your dollar can make the difference between an indifferent Congress or one responsive to the needs of education: giving education the top priority it deserves.

For it is the Congress—and only Congress—that can enact the appropriate federal legislation that can help solve many of education's crushing problems. Your elected representatives have identified and given priority to some of these issues through action by the Representative Assembly, the policy-making body of NEA.

Among the highest national priorities is adequate school finance. The federal contribution to public education is a pittance; less than 8 cents of the total school dollar comes from the national government. Your elected NEA representatives think it should be at least 33 cents. We have to elect Congressmen who will help close that gap, and we must begin in this year's Congressional campaign. It's the only way that we can help ensure equal educational opportunities for all of the nation's 46 million schoolchildren.

Another major concern is the need for federal legislation providing collective bargaining rights for teachers. What teachers want is the basic right which other workers have had for decades: the right to a meaningful voice in the formulation of the terms and conditions under which they must serve. Teachers must participate in decision making with respect to teaching methods, curriculum content, educational facilities, and other matters designed to change the nature or improve the quality of educational services being given to children. Congress can provide this across the nation by passing NEA's collective bargaining bill.

Also at the federal level, teachers are concerned about enactment of mobile teacher retirement and copyright revision laws. Teachers should be able to change employment across state lines without loss of retirement benefits. And teachers also will expect an enlightened Congress to revise outdated laws governing copyright which have restricted the tools available for use in the classroom.

Further, the NEA Representative Assembly has recognized and reaffirmed the responsibility of the nation's teachers to take a leadership role in seeking solutions to the critical social issues of our time. Therefore, NEA is obligated to bring its resources to bear on efforts to solve social problems requiring federal legislative action, with special emphasis on—but not limited to—those matters that are currently addressed specifically by NEA resolutions. For example, NEA is supporting laws and programs to protect our environment, fair housing, and federal assumption of welfare costs. And the Association, through the Congress, will continue to work for the protection of constitutional and human rights and to oppose any changes that might abridge these rights.

So you can see the broad range of education and education-related issues that are involved at the federal level and the role that teachers everywhere can play to help solve some of them.

We have to start with the right kind of Congress—a Congress supportive of our legislative aims and objectives. Again, I repeat, a $1 contribution to NEA-PAC can help make the difference. Don't sit this one out. Help elect a Congress tuned in to the needs of education.

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NEA reporter

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Readers' letters are encouraged; please address them to the editor.

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Member: Edpress

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

One-sided

The December 1973 issue of the NEA REPORTER is about the most disgustingly, one-sided an emotional appeal to irrationality as you have published yet. Your pages of pictures of striking teachers were enough to turn my stomach. I have observed two strikes this fall at close range. One in the village where I live and one in the school where I teach. There was no justification for either one. Both were raw bids for power.

The results of the vote on the constitutional revision last year should have shown your views do not reflect the views of the majority. Unfortunately, you have control of the media. It appears you are using it to brainwash teachers.

Waring B. Hill
Palmyra, Wisconsin

Reactions to children's TV

Read with interest your editorial "Children's TV: Mostly Junk" in the December 1973 issue of NEA REPORTER However, I believe the situation to be beyond the need of just an editorial comment. At some time something should be done. Pressure from educators seems like a logical answer. What about some organized mass resistance? I would be interested in helping.

Wayne N. Smith
Mount Holly, New Jersey

Hooray for the Pink Panther and his aardvark friend!

Cheers to Scooby-Do! Every Saturday morning I join my teenage son and his younger brother in several hours of pure fantasy and uncomplicated enjoyment. I was even upset at the demise of the Road Runner. After teaching 240 jr. high students all week, working as a building rep. for NEA, running a home, chauffeuring two boys for after-school activities, being a wife and help-mate to a busy executive, I treasure those few hours with my coffee and the morning paper. I miss them when activities interfere.

With an undergraduate graduate degree in psychology/education, I have no feelings of guilt by permitting my children to watch Saturday morning cartoons.

Long live Tony the Tiger!

Janet Laut
Indianapolis, Indiana

Watergate

Some of the nation's NEA members share in deploring Mrs. Wise's outrageous letter to the President of the United States. I am one teacher and NEA member who does not feel that the administration has handled Watergate poorly. It would be unfair to say how many others share my feelings because I do not know for certain. Likewise, it seems very presumptuous for her to indicate that 2.2 million teachers share her opinions.

Personally, I was not heartened by the release to the judge of the Watergate tapes. Often, teachers talk privately with children and receive information given in confidence. If a tape were made of such a situation, it would be a crime to make it public; the child's confidential information should be protected! The President of the United States and his confidants should be given the same consideration.

Although I strongly resent the essence of Mrs. Wise's letter to the President I do appreciate all her efforts on behalf of NEA teachers.

Charlotte Madson
Shawnee, Oklahoma

Model teacher?

I do not agree with your printing of a picture showing a teacher in the classroom dressed ultra casually and with a pack of cigarettes in the shirt pocket. Students use their teachers as models plus as leverages against their parents. The young man shown on page 7 of December's NEA REPORTER did not display a good visual impression. I personally resent having this individual represent the teaching profession in this manner.

Roger Kuhn
Minneapolis, Minnesota

Black educators

I am deeply disturbed after having read in the NEA REPORTER that the South is "deliberately depleting its ranks of their Black teaching forces and administrators." I'm of the opinion that federal funds should be withheld unless the four year trend is reversed immediately.

Roger E. Brown
Sacramento, California

A kind word

The past several issues of the NEA REPORTER have been newsy, substantive, and exciting to read. It includes ideas, photos other than those of NEA officers on a jaunt, and pertinent information. I look forward to reading my NEA REPORTER.

Janet S. Portolan
Upland, California

Taking risks for teacher power

The December 1973 (Vol. 12, No. 6) edition of the NEA REPORTER was the best issue I've read in months. Very real events were specifically analyzed and discussed: Watergate results, collective bargaining, equity for men and women, negotiation for better education. Indeed, the item from Aloha, Oregon, in which NEA staff member Shirley McCune stated that "It's time to take risks, personal and professional risks . . ." was an excellent summation for the edition.

But not only regarding the definitions of or limitations of social stereotypes and many other aspects affecting our professional assignments, there are many colleagues still sitting in lounges complaining without taking any objective action against general mismanagement and subtle coercion. Affirmative positions and actions have given way to reluctancy and complacency. And it will certainly take many more similar December REPORTER editions and legal workshops to loosen and eventually open our collective professional footlocker of good intention.

Teacher power for better education?

We seem to have taken on an attitude of just quietly surviving from year to year. Those who do take positive actions are still called "militants." Our complacent majority has seemingly forgotten the higher aspects of valid learning: to analyze, synthesize and evaluate; most merely *react* after the fact. I hope I may be proven wrong.

Ron Daugherty
Montebello, California

TEACHERS + POLITICS = POWER TO IMPROVE SCHOOLS

"American teachers have become increasingly aware that they are indeed in the very center of an inseparable coalition of politics and education, and they are becoming increasingly involved in sophisticated political action."

These words of NEA President Helen Wise are being taken seriously by organized teachers around the nation. This election year will probably see the greatest political involvement of teachers in the nation's history. Already, teacher associations are gathering funds to help elect friends of education to the U.S. Congress (see story, page one).

This past fall, teachers in many states were on the hustings—doing what they could to assure that schools get an even break in the statehouses of the nation.

The teachers shown on these pages typify their colleagues in many other states who too are working at politics—taking for their own the words of former President John F. Kennedy that "today, the complications of national policy necessarily make politicians of us all."

VIRGINIA EDUCATORS ELECT COLLEAGUES

Virginia educators opened their pocketbooks, used their telephones, and campaigned door to door to get five of their colleagues elected to the House of Delegates.

The five educator-politicians largely credited their fellow teachers for the victories. George W. Grayson, who unseated a 20-year veteran in the Virginia House, said: "We all know teachers aren't extremely affluent, but they opened up their pocketbooks and helped me win." Noting that teachers aided him door to door and at the polls, he added: "I think this represents a major step in Virginia, and I believe it portends good things for educators in the future."

Winning educator-politicians are backing a negotiation law for Virginia teachers as well as a state Educational Practices Act.

Before his election, candidate Lewis Fickett (center) reviews strategy with educators (left to right) John M. Albertine, Melissa Dowd, Brenda Goodman, Terri Taylor, and Vic Fingerhut.

In Chesapeake, Virginia, more than 200 teachers campaigned for a $2.1 million school bond issue. Manning the phones in this winning effort are teacher team members (left to right) Sylvia Lawson, Marva Diggs, Shirley Brown, and Ruth Creekmore.

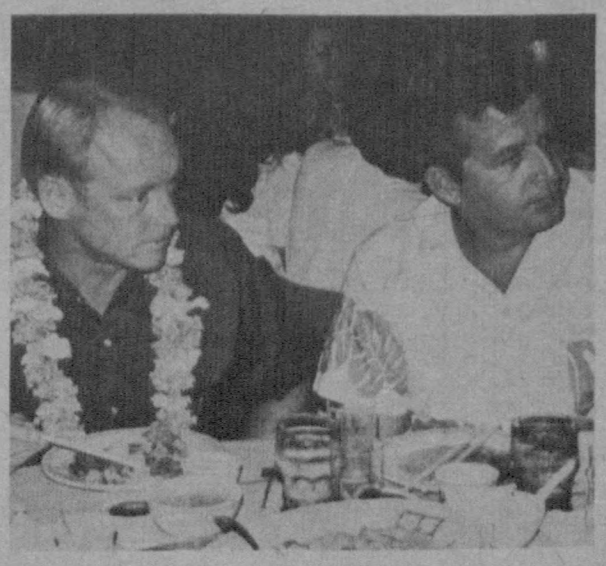
Newly elected teacher-politicians talk with Speaker of the Virginia House John Warren Cooke (center). They are (left to right) education advocate Evelyn M. Hailey, classroom teacher Billy O'Brien, and college professors Lewis Fickett and George W. Grayson.

HAWAII TEACHERS ACCENT POLITICS '74

Hawaii teachers kicked off "Accent Politics '74" with a 400-member dinner. Speakers included Democrats (Hawaii's lieutenant governor, the president of the State Senate, the speaker of the State House of Representatives, and a former lieutenant governor) and Republicans (a former U.S. Attorney, a State Senator, and the former chairman of the Republican Party).

Ted Waitt, Hawaii State Teachers Association president, said the political action dinner heralded "a new era of fierce teacher involvement in the Islands' politics." HSTA has set up a network of teacher campaigners, he said, who are "determined to elect friends of education and defeat education's foes."

State Senate President David McClung—who reaffirmed his commitment to run for Hawaii governor in 1974—talks about teacher organization with HSTA Director Pilialoha Lee Loy.



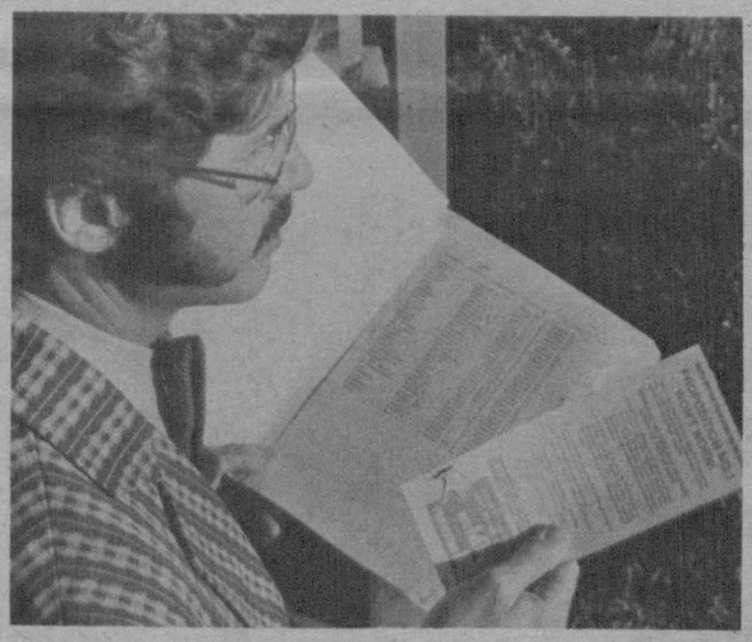
Hawaii State Senator Fred Rohlfing (left) told teachers that HSTA's "Accent Politics '74" dinner marked "a serious night in the State of Hawaii." An Oahu teacher is at right.

CALIFORNIA TEACHERS BLOCK TAX REVERSAL

Political action by California teachers brought about a "people's victory"—a ballot box defeat of a tax proposition that would have reversed gains in education financing.

California Teachers Association President Bryan Stevens called the massive drive against Governor Reagan's Proposition 1 a victory for teachers and their allies. "Our victory insures that recent gains in the education of California's children won't be reversed," he said. "As members of CTA, our victory proves once again the value of banding together in a strong organization for the best interests of all. It proves that a responsible and dedicated teaching profession can and does get things done."

Working against California Proposition 1 are San Bruno teachers (from left) Mary Posthuma, Linda Muller, Terry De Felice, and Susie Speyer.



Ed Feldhaus, of the Arcadia Teachers Association, looks over a precinct kit used in the defeat of the California proposition.

A telephone appeal is made during the CTA campaign by Fran Fowells, a member of the Charter Oaks Educators Association.

NEW JERSEY SETS POLITICAL RECORD

New Jersey teachers set an 84 percent track record when 62 of the 76 candidates they backed won election to the State Senate or Assembly. The overwhelming percentage of wins was particularly heartening to teachers because it was the first time the New Jersey Education Association's Political Action Committee had endorsed candidates for state office.

Many of the newly elected officials credited teachers for their victories. "The teachers saved me," said one. "I won't forget it." Another said: "The greatest help I got was from the teachers. They were with me all the way."

NJEA now looks to the fruits of this political activity: a corps of legislators who now know far more personally the concerns of teachers.

New Jersey teachers endorsed and supported Brendan Byrne, who won election as governor. At a victory party, Bryne (right) greets NJEA's director of government relations, Walter O'Brien (left), and NJEA's executive director, Frederick L. Hipp.

ENERGY & THE SCHOOLS

NEA wins fight for high fuel priority for schools

WASHINGTON, D.C.—As urged by NEA, school needs have been given high priority under federal mandatory fuel allocation regulations. Federal Energy Office rules give priority to elementary and secondary school bus transport and to school and college heating needs.

NEA pressed strongly for a priority for education both in FEO fuel regulations and in proposed legislation giving the President additional powers to deal with the energy crisis.

Early in January, NEA President Helen Wise told the Education Subcommittee of the Senate Committee on Labor and Public Welfare that "the education of pupils is of critical importance to the nation and should not be curtailed or sacrificed to the energy crisis."

Unilateral decisions at any level of government to alter school schedules in the hope of saving energy "is bound to produce a great deal of controversy," the NEA president said.

Speaking to a jam-packed committee room, she urged that school officials, parents, student advisory groups, and school employees all be asked to participate when such changes are considered. "NEA's affiliates in every state, representing educators, stand ready to work with government officials," Wise said.

Although pledging that schools will cooperate in conserving energy, she asked Congress and the Administration to include schools among priority users of petroleum, gasoline, and other scarce fuels.

Wise told the subcommittee that fuels are especially scarce in some areas, that the schools there cannot compensate for expected fuel cuts by acceptable energy-saving measures, and that school closing for extended periods is the grim outlook.

Wise stressed that "as teachers, we are angered by the low priority President Nixon placed on schools in his energy message to the nation" in November. He advised governors and mayors to consider altering school schedules.

Wise questioned whether shutting down the schools really would save much energy. "The pupil in the classroom may actually use less scarce energy than the child in a heated home with the color TV or stereo blaring or the teenager cruising around aimlessly in a car," she said.

The NEA president emphasized that NEA "pledges support of all reasonable and effective means to conserve energy in the operation of the schools, so long as such measures are not inconsistent with insuring that pupils get a full year of schooling and that contracts of school employees are honored."

She pointed out that school schedules cannot be changed without bumping into state and local regulations and considerations. For 'example, schools may have to be in session a specified number of days to receive state aid. And the hours of the teachers' day at school, and the working year, are frequently a part of negotiated contracts.

Schools are, nevertheless, finding ways to decrease energy consumption, Wise assured the senators. "Lowering of temperatures in schools, curtailment of non-educational schedules, rearrangements of bus routes, and rearrangement of school hours and holidays are measures which can be and are being taken with the cooperation of teacher organizations to conserve energy," she reported.

She called attention to the fact that, in November, NEA President-Elect James A. Harris advised President Nixon's energy adviser of the Association's support of the national appeal to conserve energy. But she emphasized that NEA does "not support delays or curtailments of school integration plans under the guise of conserving fuel."

According to the Federal Energy Office, final regulations will provide that elementary and secondary schools using No. 2 heating oil or residual fuel oil will receive 100 percent of the fuel required to heat buildings to a temperature 6 degrees lower than last year. Higher education institutions using these fuels will get 100 percent of their needs on the basis of a 10-degree temperature cut. Exceptions may be granted by state energy officials when last year's thermostat settings were so low as to make new temperature ceilings unrealistic. Temperatures do not have to be lowered if other energy-saving measures are taken so that the result is equivalent to the required degree reduction in fuel use.

Gasoline and diesel fuel regulations specifically include school buses in the category of public passenger transportation entitled to 100 percent of current requirements. An FEO official, John Sawhill, told the Education Subcommittee that government figures indicate that any savings from canceling busing for integration would be "miniscule"—as pointed out by NEA earlier when some in Congress tried to resurrect the busing issue in the name of the energy crisis.

Education should not be sacrificed to the energy crisis, NEA President Helen Wise tells Congress.

NEA President Wise meets with Sen. Jacob K. Javits (R-N.Y.) following her January testimony.

EDUCATION AWARD NOMINATIONS DUE

The NEA Board of Directors will present its third annual Friend of Education Award at the 1974 NEA Convention in Chicago. Last year the award, an engraved plaque, was presented to Sen. Abraham A. Ribicoff (D-Conn.), former Governor of Connecticut and Secretary of the Department of Health, Education, and Welfare.

The Friend of Education Award may recognize either a specific accomplishment or a long-term contribution to education.

Any member of NEA or of a local or state association may submit a nomination for the 1974 award. Nomination information may be obtained from David Foerster, staff contact, NEA Center.

The deadline for submission of nominations is April 15.

HIGHER ED TASK FORCE SEEKS IDEAS

NEA's Task Force on Higher Education is seeking members' ideas on the Association's role in higher education and how that role can be improved. The task force is preparing a report for presentation at the 1974 NEA Convention in Chicago.

Members' suggestions should be sent by March 1 to George Gumeson, Chairman, NEA Task Force on Higher Education, c/o NEA Higher Education Program, NEA Center.

SPECIAL OFFER CATALOG IS AVAILABLE

The 1974 NEA Book and Special Offer Catalog is now available. It includes a selection of education and general interest books, as well as materials such as typewriters and caculators that may be ordered at discount.

For a free copy, write to NEA Economic Services, Room 404E, NEA Center.

ACCOUNTABILITY & TESTING

Associations probe the misuse of a concept that has captured the public fancy

"Dollars in, and a visible and measurable product out, are the criteria of many of the accountability measures being placed on schools today. These may be appropriate for industry . . . but are hardly responsible measuring devices for determining the effects of schooling on students"—from an official NEA statement on accountability.

The accountability movement today revolves around the testing of students, with some 30 states already mandating such programs. The overriding question is whether these testing programs will result in improved opportunity for students. The accountability movement rises or falls on the ability to test, to interpret test results, and to make wise decisions using test data as well as other pertinent information related to student learning.

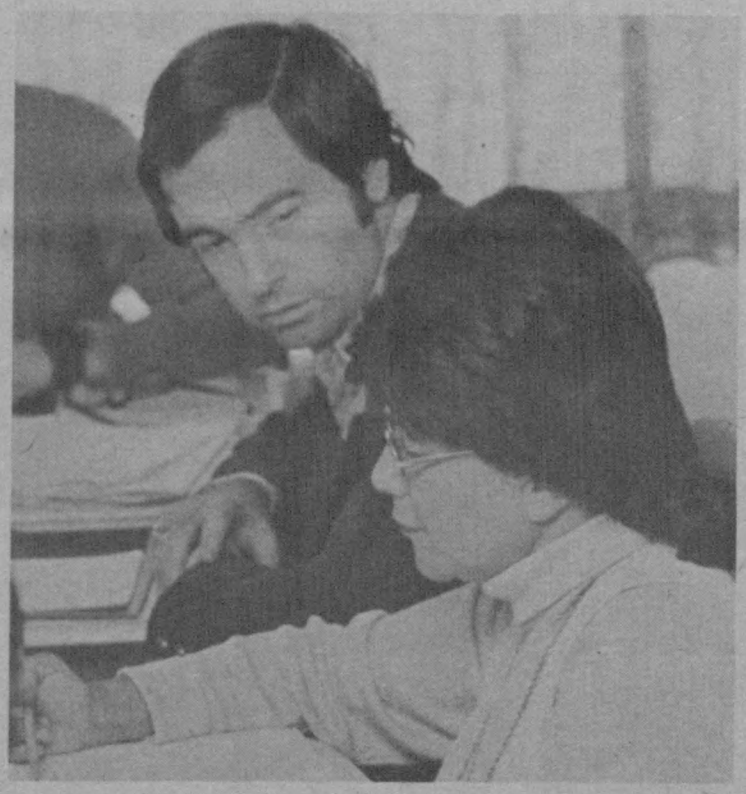
"Although there are reliable and valid tests, too often test scores are only partial assessments of school learning and too often they are misused," NEA Executive Secretary Terry Herndon says in the January issue of *Compact*. "They are interpreted to mean more than they represent. They are used in drawing unfair comparisons between students They are used in isolation from other data. And they are used to make unjust judgments about teachers," he says.

The accountability movement takes different forms in different states. Mary Kay Kosa, president of the Michigan Education Association, says that the Michigan assessment program is "a series of broken promises to educators on how test scores are to be published and used. Moreover, the assessment program is leading us to the imposition of a state curriculum on local school districts. In the end, Michigan schools may discover that they are turning out youngsters much the same way that Ford turns out Mustangs," she concludes.

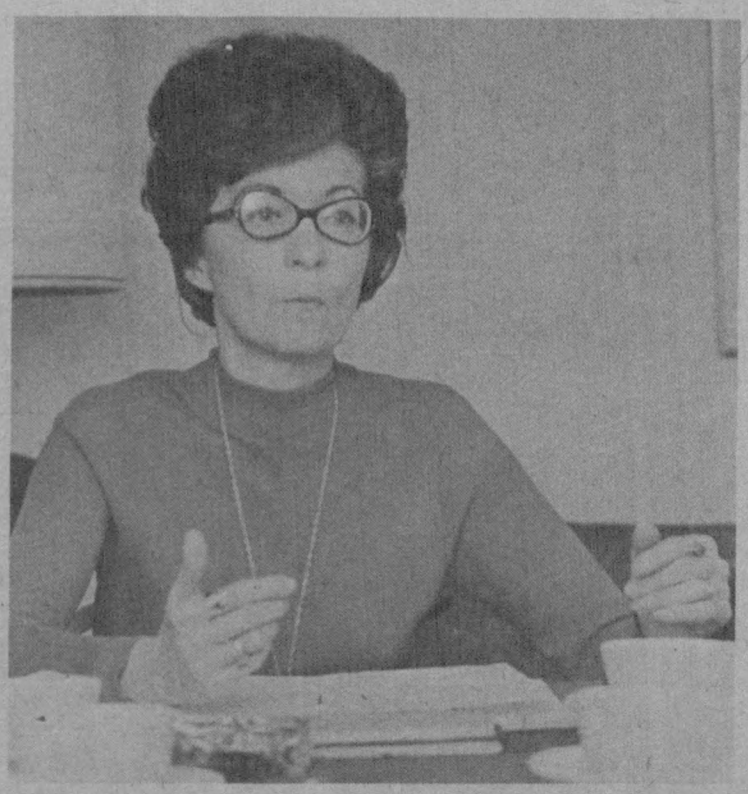
Elsewhere—in Maryland, Massachusetts, and New Jersey, for example—state assessment programs are provoking strong reaction from association leaders. State staffers Morris Jones of Maryland and Gerald Hottleman of Massachusetts both voice concern about the impact of state-mandated testing programs on teachers and students. In Maryland, teachers question how the disclosure of student achievement will affect job security. In Massachusetts, the state assessment design promises to measure only the conformity of children and teachers to the system. New Jersey President Kathryn E. Stilwell reports that the fight is still under way to protect students from possible misuse of scores on norm-referenced tests that could pigeonhole youngsters for years.

The NEA Testing Task Force believes that teachers have a better idea about the why's and how's of testing. Meanwhile, the NEA Representative Assembly has stated: ". . . educators can be accountable only to the degree that they share responsibility in educational decision-making and to the degree that other parties who share this responsibility —legislators, other government officials, school boards, parents, students, and taxpayers—are also held accountable."

For more information on student testing, send for a free reprint of "Criticisms of Standardized Testing," from the January-February *Today's Education*. (Send a stamped, self-addressed envelope to NEA/IPD, Room 705, NEA Center.)



Samuel Rosales, president of the Hillsborough County (Florida) Classroom Teachers Association, and Lupe Castillo—a classroom teacher from San Francisco—are members of the NEA Testing Task Force that met to follow up on recommendations approved by the 1973 NEA Representative Assembly. Those recommendations stated that "the major use of tests should be for the improvement of instruction . . . they must not be used in any way that will lead to labeling and classifying of students . . . to perpetuate an elitism. . . ."



Jean Blachford, a Highland Park, New Jersey, teacher, is helping the task force examine a number of issues on student evaluation. Other task force members include the chairman—Charles J. Sanders, president of the Maine Teachers Association; Robert L. Harcourt, guidance director from Indianapolis; Tomas Vasquez, a Chicago teacher; and NEA/IPD staffers Bernard H. McKenna and Frances Quinto.

Linda Ushio, a teacher from Salt Lake City, Utah, is working with the task force to analyze student testing from the standpoint of appropriate roles and action for teachers, college and university personnel, students, minorities, the testing industry, government agencies, school administrators, and the professional association. These recommendations will become part of the 1974 Interim Task Force Report to be presented to the 1974 NEA Representative Assembly in Chicago.

Dorothy Lee Collins, a San Antonio, Texas, counselor, is helping the task force examine alternatives to general testing practices. Standardized testing programs now in use are poor predictors of student learning ability and potential, the task force points out.

UNITY & POLITICAL STRENGTH

Alabama teachers make their united strength work

MONTGOMERY, ALABAMA—Alabama educators opted for unification last year and despite those who predicted it would have a devasting effect on 1974 enrollments, membership is booming.

Since adoption of the unification amendment by the Alabama Education Association's 1973 delegate assembly, 143 of AEA's 177 affiliated local associations have voted to unify.

Thirty-five Alabama locals already report 100 percent unified membership and some 90 have tallied better than 90 percent unified membership.

With culmination of the membership campaign still to come, NEA membership in Alabama stands at 32,583 as opposed to 14,206 at the end of the 1972-73 enrollment year. AEA membership office field reports indicate that locals have enrolled more unified members this year than were enrolled in AEA last year.

Educator unity also played a large part in AEA's recent legislative success with Alabama's legislature. Among measures passed were AEA proposals for a minimum teacher salary increase of $1,000, a state contribution toward hospital/medical insurance for teachers, financing for two days paid personal leave, and funding for 3,245 additional teacher units.

Determined to keep successful legislative momentum going, and to reciprocate with support for representatives and senators who supported education, Alabama educators have launched Operation Elect '74, a push to place friends of education in office in May 1974 elections.

An initial political training session was held here in early December. The two-day meeting brought in Alabama's 16 UniServ directors, local association presidents and legislative chairmen, and state association leaders. Among those on hand to lend their expertise were NEA political education consultant Rosalyn Hester and the chairman of Georgia's PACE, Franklin Shumake.

In-depth training sessions are now being held in UniServ districts throughout the state to involve and instruct local members in worker recruitment, voter registration, fund raising, and candidate selection.

Alabama's UniServ directors are playing an important role as Operation Elect spark plugs. They help organize and coordinate efforts at the local level and contribute both moral and physical support to Alabama educator activities needed to make the political involvement program a success.

Alabama's affirmative unification vote was due in large measure to the dedicated efforts of AEA's 1972-73 President Marcia Plaster and her appointed task force, which conducted a statewide campaign for unification.

Looking back on her year in office, Plaster said:

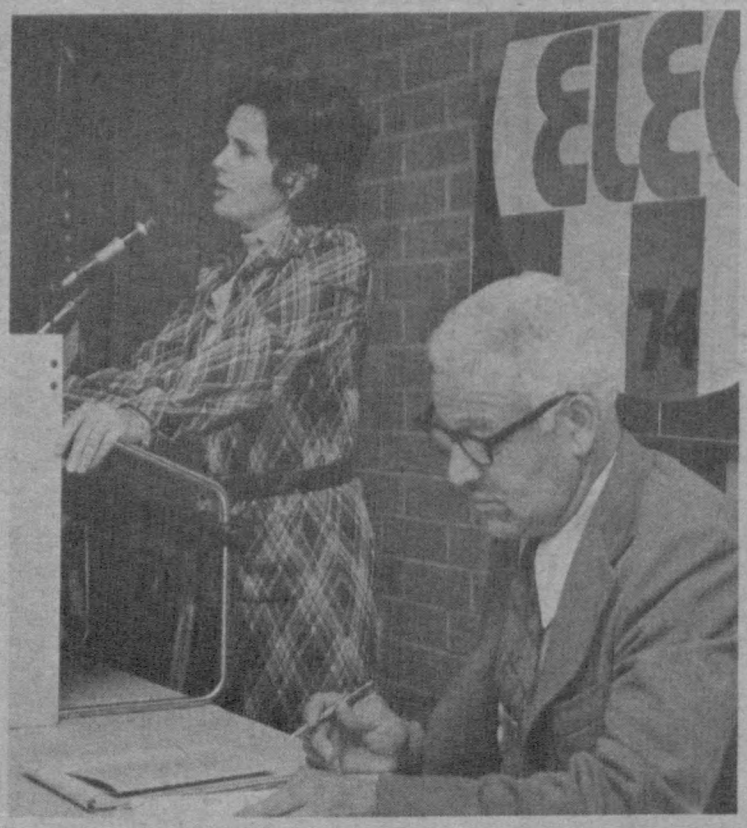
"The word was out that Alabama would *never* achieve unification. But that was selling Alabama teachers short. I simply felt great after the favorable vote for unification at our 1973 Delegate Assembly! All that planning, and talking with members . . . and a little prayin', too . . . paid off. Some called it 'the miracle of the century.' Whatever it was, it proved Alabama educators put aside their grievances and joined in a united front to accomplish cherished education goals.

"Unification is terrific! We're on the right road and we intend to stay there."

"Sure, we had some misgivings about the outcome of the unification vote," said AEA's executive secretary, Paul R. Hubbert. "But the elected leadership and a nucleus of convinced members decided the time had come to go for broke . . . and it worked.

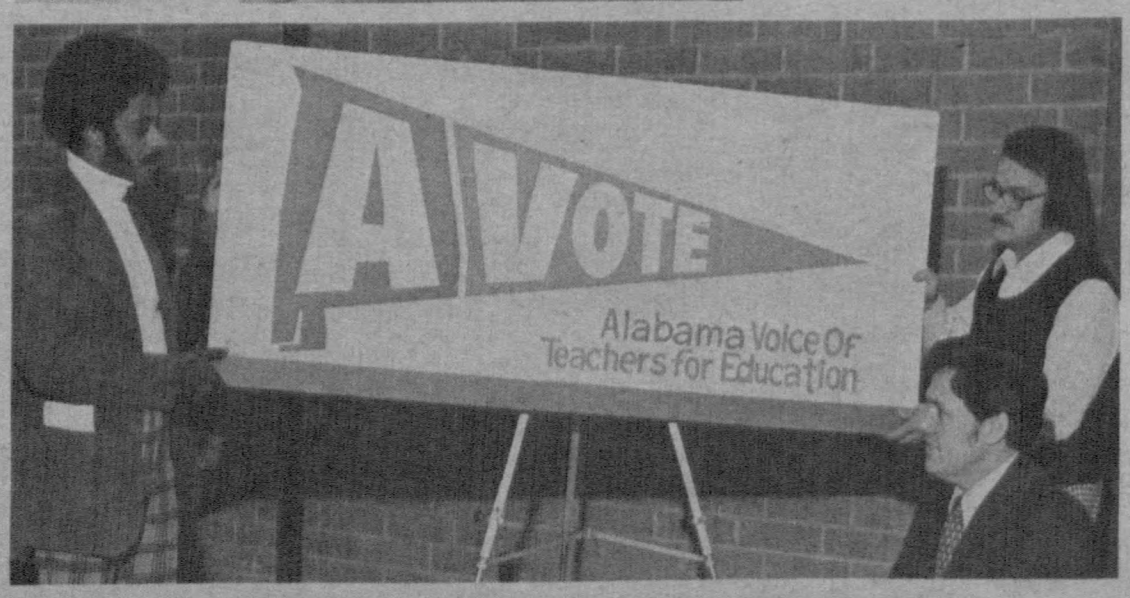
"We felt there was a better than even chance for success as it was obvious Alabama's education profession was coming of age. Its ventures . . . and many successful . . . in the political arena, and its smooth merger of racially segregated state professional organizations in 1969, proved we had matured.

"Subsequent votes for unification by the majority of AEA's affiliated local associations leaves no doubt that unification was a move of conviction rather than hard sell. And if further proof were needed, the *growth* in membership, as opposed to loss, removes any misgivings."



Thelma Braswell, AEA director of teacher-governmental relations, talks to Operation Elect '74 leaders about member recruitment and candidate selection. At right is AEA President James A. Dunn, the association's second black president since merger in 1969.

AEA President-Elect Mirian Heaton and AEA Associate Executive Secretary Joe Reed (right) check contributions to A-VOTE. Looking on is Franklin Shumake, Georgia PACE chairman, who spoke at AEA's Operation Elect '74 kick-off meeting.



UniServ Directors Tom Dale (left) and Van Laird (right) put an "A-VOTE" sign in place for a teacher-involvement session. At lower right is A-VOTE Chairman Earl Barnett.

NEA Membership Sets Another Record

WASHINGTON, D.C.—For the first time in Association history, membership topped one million by December 1, it it was reported here. As of November 26, state affiliates reported processing 1,041,779 NEA memberships.

NEA affiliates have committed themselves to signing up 1,455,106 NEA members by May 31.

Combating Discrimination

NEA OFFICIAL URGES HIRING OF NEARLY 211,000 MINORITY EDUCATORS

Some 211,000 minority educators must be hired for the nation's public schools to "bring about equity and parity for minorities," according to NEA Teacher Rights Director Samuel B. Ethridge.

Calling for nondiscrimination in hiring by school districts, Ethridge pointed out that Title VII of the Civil Rights Act of 1964, as amended in 1972, places the burden on employing school districts to hire black, Spanish-speaking American, Asian American, and American Indian teachers.

He noted that nondiscrimination has been mandated by Congress and indicated that the courts are taking a closer look at discrimination in employment practices in education.

The fact is, he said, that courts have required private sector employers to consider the number of minority persons in the population and it is logical to expect the courts to do the same in the public sector. Victims of proven discrimination on the basis of race, color, sex, national origin, and religion could obtain up to two years' back pay under new legislation and executive orders.

The NEA official urged educators to utilize new remedies now available for combating discrimination, and to seek back pay for past discrimination, noting that some courts have already ordered school districts to bring their minority faculty ratios up to minority student ratios.

To bring the minority educator-minority pupil ratio into line with the national teacher-pupil ratio of 1 to 22.5 (does not refer to class size), Ethridge said school districts will need to hire about 116,000 black, 84,500 Spanish-speaking, 7,400 American Indian, and 3,000 Asian American educators for a total of 210,900 minority teachers. More than one-fifth of the nation's public school students, but only 11.2 percent of the teachers, come from these minority groups.

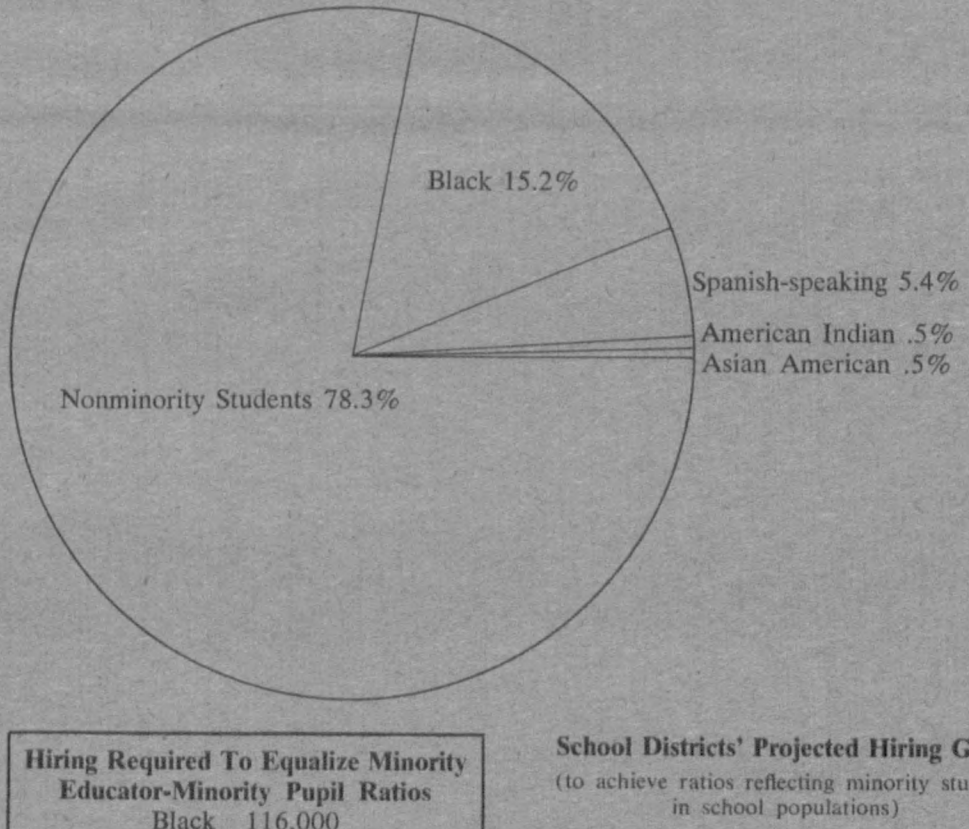
From a percentage standpoint, the worst hit of the minorities in respect to employment in education, said Ethridge, are the Spanish-speaking, with only 23,000 teachers but with 2.4 million students—a ratio of 1 to 107. Next hardest hit are American Indians: about 2,900 teachers and 233,000 students, for a 1-to-83 ratio. Blacks, through hardest hit numerically, rank next in degree of discrimination with 186,000 black educators employed by the public schools and 6.8 million students, a ratio of 1 to 36. Asian Americans, though more favored, are also discriminated against; there are about 7,300 teachers of Oriental heritage and 233,000 students.

Because the effectiveness of any bilingual program depends primarily on the availability of educational personnel to meet the language needs of both English and Spanish-speaking students within the schools, Ethridge noted, significant increases in the number of bilingual-bicultural teachers are needed. Testimony at recent Senate hearings reveals that, depending on the school, between 15 and 90 percent of Spanish-speaking students are illiterate in English and Spanish.

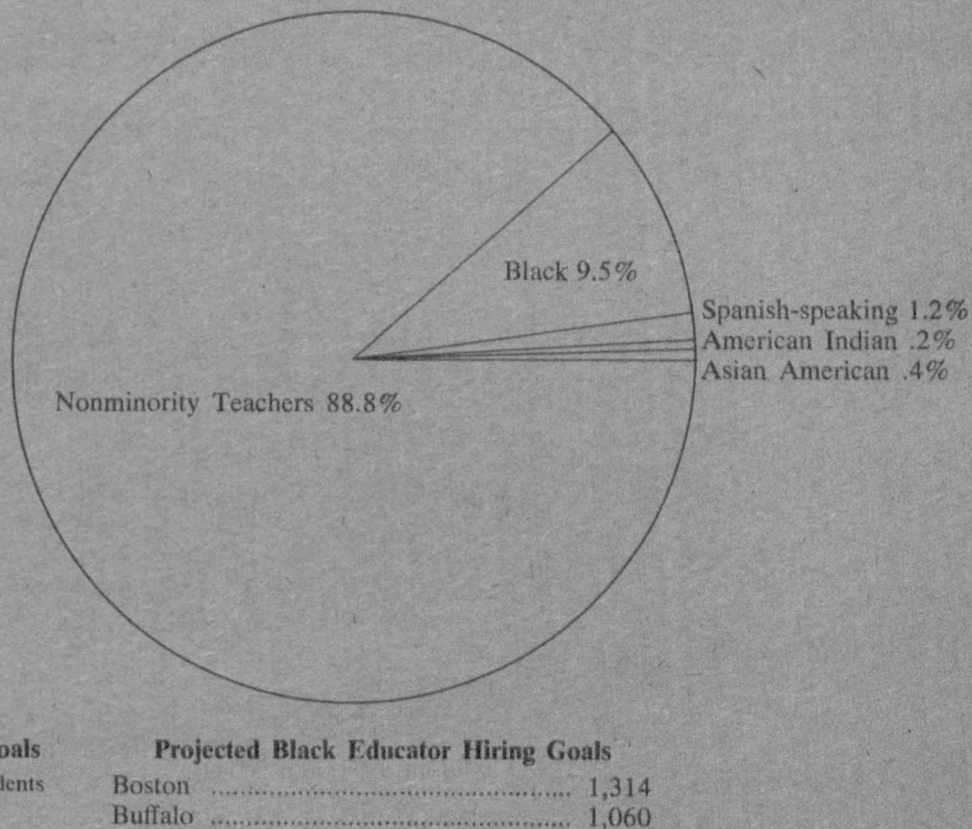
The worst state statistics for Spanish-speaking population indicate only one Spanish-speaking teacher for every 507 Spanish-speaking students. Among the major cities a low ratio is an incredible 1 to 241, the best a paltry 1 to 56. Because of the unusual demographic pattern of Spanish-speaking population, Ethridge noted, a concentrated attack in three states—Texas, California, and New York—would have the potential of meeting 70 percent of the 84,500 Spanish-speaking teachers needed to approximate the national average.

A successful affirmative action program or legal remedy in 25 city school systems with large minority student populations (see tables) has a potential for more than one-third of the 210,900 teachers needed to equalize student-teacher ratios, Ethridge said.

U.S. Public School Enrollment by Ethnic Background
(1972 figures) (in percentages)



U.S. Educators by Ethnic Background
(in percentages)



Hiring Required To Equalize Minority Educator-Minority Pupil Ratios

Black	116,000
Spanish-speaking	84,500
American Indian	7,400
Asian American	3,000
TOTAL Minority Educators Required	210,900

School Districts' Projected Hiring Goals
(to achieve ratios reflecting minority students in school populations)

	Spanish-Speaking Teachers	Black Teachers
New York City	13,706	15,375
Chicago	2,198	4,410
Los Angeles	4,826	2,421
Newark	469	1,264
San Francisco	293	844

One-third of the national goal for hiring minority educators would be met if the above cities employed black and Spanish-speaking teachers in numbers reflective of student population.

Projected Black Educator Hiring Goals

Boston	1,314
Buffalo	1,060
Pittsburgh	877
Oakland	751
Columbus	625
Cincinnati	697
Philadelphia	3,239
Detroit	2,115
Indianapolis	601
Cleveland	918

Projected Spanish-Speaking Educator Hiring Goals

Montebello, Cal.	417
Houston	1,178
Denver	799
Dallas	534
San Antonio	1,474
Dade County, Fla.	1,814
Ysleta, Texas	720
Harlandale ISD, Texas	403
San Diego	407
Albuquerque, N.M.	694

Combating Discrimination

REMEDIES FOR SEX AND RACE DISCRIMINATION IN EDUCATIONAL INSTITUTIONS

Post This
NEA REPORTER Page
in Your School or Office

	Title VI of the Civil Rights Act of 1964	Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972	Executive Order 11246 as amended by 11375	Equal Pay Act of 1963 as amended by the Education Amendments of 1972 (Higher Education Act)	Title IX of the Education Amendments of 1972 (Higher Education Act)	Title VII & Title VIII of the Public Health Service Act as amended by the Comprehensive Health Manpower Act & the Nurse Training Amendments Act of 1971
Prohibits:	Discrimination against students or others on the grounds of race, color, or national origin. Employment practices are not covered.	Discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment) on the basis of race, color, religion, national origin, or sex. Covers all employees.	Discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment) on the basis of race, color, religion, national origin, or sex. Covers all employees.	Discrimination in salaries (including almost all fringe benefits) on the basis of sex. Covers all employees.	Discrimination against students or others on the basis of sex. Prohibits discrimination in admissions only in vocational institutions (including vocational high schools), graduate and professional institutions, and public undergraduate coed institutions. Certain religious and military schools exempt.	Sex discrimination in admission of students and against some employees.
Institutions covered:	All institutions receiving federal monies by way of a grant, loan, or contract (other than a contract of insurance or guaranty).	All institutions with 15 or more employees. Religious institutions are exempt with respect to the employment of individuals of a particular religion or religious order (including those limited to one sex) to perform work for that institution.	All institutions with federal contracts of over $10,000.	All institutions.	All institutions receiving federal monies by way of a grant, loan, or contract (other than a contract of insurance or guaranty).	All institutions receiving or benefiting from a grant, loan guarantee, or interest subsidy to health personnel training programs or receiving a contract under Title VII or VIII of the Public Health Service Act.
Enforcement by:	HEW's Office for Civil Rights has primary enforcement powers to conduct reviews and investigations of institutions receiving aid for educational programs and activities.	Equal Employment Opportunity Commission (EEOC).	Office of Federal Contract Compliance of the Department of Labor designated HEW as the Compliance Agency responsible for enforcing the Executive Order for all contracts with educational institutions. HEW's Office for Civil Rights conducts reviews and investigations.	Wage and Hour Division of the Employment Standards Administration of the Department of Labor.	Federal departments and agencies which are empowered to extend financial aid to educational programs and activities. HEW's Office for Civil Rights is expected to have primary enforcement powers to conduct reviews and investigations.	HEW's Office for Civil Rights conducts reviews and investigations.
Method of complaint:	A letter to Secretary of HEW is acceptable.	By a sworn complaint form obtainable from EEOC.	By a letter to OFCC or Secretary of HEW.	By letter, telephone call, or in person to the nearest Wage and Hour Division office.	Procedure not yet specified. A letter to Secretary of HEW is acceptable.	Procedure not yet specified. A letter to Secretary of HEW is acceptable.
Complaints lodged by:	Individuals and/or organizations on own behalf or on behalf of aggrieved party; complaints of a pattern of discrimination may be made.	Same as Column I. (Also members of the EEOC may file charges.)	Same as Column I.	Same as Column I.	Same as Column I.	Same as Column I.
Time limit:	No official limit.	180 days	180 days	No official limit, but recovery of back wages is limited by statute of limitations to two years for a nonwillful violation and three years for a willful violation.	Procedure not yet determined.	Procedure not yet determined.
Enforcement power and sanctions:	Government may delay new awards, revoke current awards,	If attempts at conciliation fail, EEOC or the U.S. Attorney	Government may delay new contracts, revoke current con-	If voluntary compliance fails, Secretary of Labor may file	Government may delay new awards, revoke current awards,	Government may delay new awards, revoke current awards,

	race, color, or national origin. Employment practices are not covered.	salaries, fringe benefits, training, and other conditions of employment) on the basis of race, color, religion, national origin, or sex. Covers all employees.	salaries, fringe benefits, training, and other conditions of employment) on the basis of race, color, religion, national origin, or sex. Covers all employees.	fits) on the basis of sex. Covers all employees.	Prohibits discrimination in admissions only in vocational institutions (including vocational high schools), graduate and professional institutions, and public undergraduate coed institutions. Certain religious and military schools exempt.	of students and against some employees.
Institutions covered:	All institutions receiving federal monies by way of a grant, loan, or contract (other than a contract of insurance or guaranty).	All institutions with 15 or more employees. Religious institutions are exempt with respect to the employment of individuals of a particular religion or religious order (including those limited to one sex) to perform work for that institution.	All institutions with federal contracts of over $10,000.	All institutions.	All institutions receiving federal monies by way of a grant, loan, or contract (other than a contract of insurance or guaranty).	All institutions receiving or benefiting from a grant, loan guarantee, or interest subsidy to health personnel training programs or receiving a contract under Title VII or VIII of the Public Health Service Act.
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Method of complaint:	A letter to Secretary of HEW is acceptable.	By a sworn complaint form obtainable from EEOC.	By a letter to OFCC or Secretary of HEW.	By letter, telephone call, or in person to the nearest Wage and Hour Division office.	Procedure not yet specified. A letter to Secretary of HEW is acceptable.	Procedure not yet specified. A letter to Secretary of HEW is acceptable.
Complaints lodged by:	Individuals and/or organizations on own behalf or on behalf of aggrieved party; complaints of a pattern of discrimination may be made.	Same as Column I. (Also members of the EEOC may file charges.)	Same as Column I.	Same as Column I.	Same as Column I.	Same as Column I.
Time limit:	No official limit.	180 days	180 days	No official limit, but recovery of back wages is limited by statute of limitations to two years for a nonwillful violation and three years for a willful violation.	Procedure not yet determined.	Procedure not yet determined.
Enforcement power and sanctions:	Government may delay new awards, revoke current awards, and debar any institution from eligibility for future awards. Department of Justice may also bring suit at HEW's request.	If attempts at conciliation fail, EEOC or the U.S. Attorney General may file suit. Aggrieved individuals may also initiate suits. Court may enjoin respondent from engaging in unlawful behavior, order appropriate affirmative action, order reinstatement of employees, and award back pay.	Government may delay new contracts, revoke current contracts, and debar institutions from eligibility for future contracts.	If voluntary compliance fails, Secretary of Labor may file suit. Aggrieved individuals may initiate suits when Department of Labor has not done so. Court may enjoin respondent from engaging in unlawful behavior, and order salary raises, back pay, and interest.	Government may delay new awards, revoke current awards, and debar institution from eligibility for future awards. Department of Justice may also bring suit at HEW's request.	Government may delay new awards, revoke current awards, and debar institution from eligibility for future awards. Department of Justice may also bring suit at HEW's request.
Back pay remedies:	No, employees not covered.	Yes. For up to two years prior to filing charges with EEOC.	Yes. HEW will seek back pay only for employees who were not previously protected by other laws allowing back pay.	Yes, for up to two years for a nonwillful violation and three years for a willful violation.	Probably, to extent that employees are covered.	Probably, to extent that employees are covered.
Affirmative action requirements:	If discrimination is found, corrective action may be required.	Affirmative action is not required unless charges have been filed, in which case it may be included in conciliation agreement or be ordered by the court.	Written affirmative action plans (including numerical goals and timetables) are required of all contractors with contracts of $50,000 or more and 50 or more employees; public institutions need not have a written plan.	Affirmative action, other than salary increases and back pay, is not required.	Affirmative action may be required after discrimination is found.	Affirmative action may be required after discrimination is found.
Coverage of labor organizations:	Any agreement the institution may have with a labor organization can not be in conflict with the nondiscrimination provisions of the legislation.	Labor organizations are subject to the same requirements and sanctions as employers.	Any agreement the contractor may have with a labor organization can not be in conflict with the contractor's affirmative action commitment.	Labor organizations are prohibited from causing or attempting to cause an employer to discriminate on the basis of sex. Complaints may be made and suits brought against these organizations.	Procedures not yet clear. Any agreement the institution may have with a labor organization can not be in conflict with the nondiscrimination provisions of the legislation.	Procedures not yet clear. Any agreements the institution may have with a labor organization can not be in conflict with the nondiscrimination provisions of the legislation.

	and debar any institution from eligibility for future awards. Department of Justice may also bring suit at HEW's request.	General may file suit. Aggrieved individuals may also initiate suits. Court may enjoin respondent from engaging in unlawful behavior, order appropriate affirmative action, order reinstatement of employees, and award back pay.	tracts, and debar institutions from eligibility for future contracts.	suit. Aggrieved individuals may initiate suits when Department of Labor has not done so. Court may enjoin respondent from engaging in unlawful behavior, and order salary raises, back pay, and interest.	and debar institution from eligibility for future awards. Department of Justice may also bring suit at HEW's request.	and debar institution from eligibility for future awards. Department of Justice may also bring suit at HEW's request.
Back pay remedies:	No, employees not covered.	Yes. For up to two years prior to filing charges with EEOC.	Yes. HEW will seek back pay only for employees who were not previously protected by other laws allowing back pay.	Yes, for up to two years for a nonwillful violation and three years for a willful violation.	Probably, to extent that employees are covered.	Probably, to extent that employees are covered.
Affirmative action requirements:	If discrimination is found, corrective action may be required.	Affirmative action is not required unless charges have been filed, in which case it may be included in conciliation agreement or be ordered by the court.	Written affirmative action plans (including numerical goals and timetables) are required of all contractors with contracts of $50,000 or more and 50 or more employees; public institutions need not have a written plan.	Affirmative action, other than salary increases and back pay, is not required.	Affirmative action may be required after discrimination is found.	Affirmative action may be required after discrimination is found.
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Harassment:	Institutions are prohibited from discharging or discriminating against any participant or potential participant because he/she has made a complaint, assisted with an investigation, or instituted proceedings.	Same, but refers to employees or applicants.	Same, but refers to employees or applicants.	Same, but refers to employees.	Same as Column I.	Same as Column I.
For further information or to file a complaint, contact:	Office of Civil Rights Department of HEW Washington, DC 20201 or Regional HEW Office	Equal Employment Opportunity Commission 1800 G Street, N.W. Washington, DC 20506 or Regional EEOC Office	Office for Civil Rights Department of HEW Washington, DC 20201 or Office of Federal Contract Compliance Employment Standards Administration Department of Labor Washington, DC 20210 or Regional HEW or DOL Office	Wage and Hour Division Employment Standards Administration Department of Labor Washington, DC 20210 or Field, Area, or Regional Wage and Hour Office	Office for Civil Rights Department of HEW Washington, DC 20201 or Regional HEW Office	Office for Civil Rights Department of HEW Washington, DC 20201 or Regional HEW Office

TWO NEA PUBLICATIONS TO HELP COMBAT DISCRIMINATION

Combating Discrimination in the Schools: Legal Remedies and Guidelines outlines the federal laws prohibiting racial and sexual discrimination that are now on the books. The booklet discusses each major antidiscrimination law or regulation covering education institutions in terms of what it forbids, who enforces it, and how to file a complaint if your school is not in compliance with it. A questionnaire is included to help you evaluate your school and document possible sources of discrimination. 32 pp. $1.25 (stock #385-11604)

What Is Affirmative Action? Combating Discrimination in Employment. An easy-to-read, question-and-answer introduction to the subject of affirmative action plans (written commitments by employers to eliminate employment-related discrimination and to actively remedy the current effects of past discrimination). The booklet, primarily addressed to teachers on all levels and to their employers, tells who should write the affirmative action plan, whether school systems are required to develop the plans, etc. 18 pp. $1 (stock #385-11602)

Both publications may be ordered from NEA Customer Service, NEA Center, 1201 Sixteenth St., N.W., Washington, DC 20036. NEA members are entitled to the following quantity discounts: 10-49 copies, 10%; 50-99, 15%; 100 or more, 20%.

FOR FURTHER ASSISTANCE IN COMBATING DISCRIMINATION

If you need help in combating discrimination, contact NEA Teacher Rights, DuShane Emergency Fund, NEA Center, 1201 Sixteenth St., N.W., Washington, DC 20036. For further information, see also "Using Title VII To Challenge Race and Sex Discrimination," *Law and Teacher Rights*, in the November-December 1973 *Today's Education*.

Combating Discrimination

NEA DESEGREGATION GUIDELINES LEAD THE WAY

Under new aggressive guidelines adopted by the Board of Directors, NEA's state and local affiliates will lead the way in many school desegregation situations, NEA Executive Secretary Terry Herndon said recently. He added that NEA's action is in keeping with the UN's initiation of a 10-year effort to eliminate racism and racial discrimination throughout the world.

Developed for the use of the Association's 9,000 affiliates, the guidelines cover many areas such as curriculum, teacher rights, testing, and in-service training—matters untouched by court desegregation orders or regulations of the U.S. Department of Health, Education, and Welfare. The NEA guidelines call for associations to have taken voluntary action that will make desegregation smoother, more effective, and more equitable in a community *before* the federal government agencies or courts mandate reorganization of the school system.

Positive involvement by associations has "improved the general educational climate and public support for the schools," the guidelines say. It has also minimized disenchantment with desegregation in those communities where many of the improvements the people expected still lie ahead.

On the other hand, "in those few cases in which teacher groups have ignored or actively opposed progress toward desegregation, the results have too often been increased divisiveness in the school and community, discipline problems, suspensions, expulsions, reduced teacher and student morale, and general decline of educational quality in the school systems," the guidelines add. (NEA has reported the displacement of thousands of black educators in the wake of desegregation.)

When education associations have acted, the guidelines explain, they have commonly had three primary considerations: that discrimination and desegregation are illegal, that the goal of desegregation is top quality education for all children, and that communities often respond to voluntary plans more favorably than to compulsory plans.

"A Blueprint for Action" section of the guidelines outlines areas for association involvement when rights have been violated in school desegregation:

- Litigation, letters of complaint, grievance procedures, political action, or other organizational activity
- Where a desegregation suit has been filed against a school board, intervention to protect members' rights in transfer, reassignment, dismissal, demotion, and exercise of contract rights, as well as to prevent unnecessary disruption of the education environment
- Filing friend of the court briefs when the association cannot enter suits as a party
- Efforts to obtain—through negotiations, legal action, or coalitions with parents, students, and community organizations—written board policies or contracts delineating provisions on the curriculum, protection of teacher rights, grievance procedures, faculty transfer, affirmative action plans, and in-service education
- Establishment of committees to oversee and review implementation of plans affecting curriculum, teacher rights, and community involvement.

The guidelines provide local and state education associations with about 40 specific recommendations. Among them are suggestions that—

- The teaching faculty include members of all minority groups because "minority and nonminority students alike need to see minority educators in positions of authority and responsibility"
- Desegregation never lead to dismissal of staff, even if there is loss of revenue through reduction of attendance or school millage
- The National Teacher Examination and other "unfair and arbitrary tests" not be the basis for certification, recruitment, employment, assignment, promotion, transfer, or dismissal
- When teacher transfers are necessary during desegregation, teachers preferably "be transferred with partners or teams from one school to another to assist in orderly transition and to prevent feelings of isolation and alienation among those transferred"
- There be a moratorium on intelligence and certain other group tests during and for at least a year after desegregation, for "there is a tendency to resegregate through ability grouping on the basis of standardized test performance"
- Due process rights be guaranteed students in serious discipline cases, and effective grievance procedures provided
- Needs of bilingual-bicultural students be given specific attention; if a school has no such students, contacts be made through visitations between schools, extracurricular activities, student exchange programs, and other projects
- Every district be required to establish multiethnic and multicultural approaches to curriculum development.

NEA BACKS PROFESSORS' SEX DISCRIMINATION SUIT

RICHMOND, VIRGINIA —A sex discrimination lawsuit against Virginia's entire higher education system could result in back pay totaling several hundreds of thousands of dollars.

With financial backing of the NEA DuShane Emergency Fund, the class action suit was filed by three former faculty women: Sarita Schotta and B. Patricia Dyson, both of Virginia Polytechnic Institute and State University, Blacksburg, and Ruth Taliaferro, Longwood College, Farmville.

Filed in U.S. District Court here on November 20, the suit seeks a permanent injunction against the governor of Virginia and the trustees and presidents of the state's 15 colleges and universities from discriminating against women with respect to hiring, salaries, promotion, retirement, and firing of faculty and administrators.

James T. Butler, manager of NEA's DuShane Emergency Fund, said, "This is a major sex discrimination case which challenges the policies and practices of an entire state in the field of higher education and attacks the whole spectrum of sex discrimination. The DuShane Fund has supported women faculty in many court cases challenging single discriminatory practices, such as forced maternity leave, unequal pay, and anti-nepotism rules, but this certainly is the most comprehensive sex discrimination suit of its kind in which we've been involved."

Defendants are charged with "having conspired to enact and effect and have enacted and effected policies of willful and systematic exclusion of and discrimination against women as a class," such as: hiring at lower pay rates and ranks; unequal salary increases; failure to promote women to higher ranks; failure to grant tenure or rehire women with the same frequency as men; substantial exclusion of women from administrative positions; failure to equalize working conditions; excluding faculty wives from faculty positions; and using different standards in recruiting female faculty.

Former VPI assistant professor Sarita Schotta charges that, due to sex discrimination, she was hired at a lower salary than men and failed to receive comparable raises or promotions. She alleges that her academic credentials, teaching performance, and publication record equal or exceed those of male counterparts in the foreign language department.

Sex discrimination also was evident, she indicates, in her being excluded from administrative positions and refused tenure.

Schotta, fired in 1971 without reasons, alleges that several Virginia colleges and universities have refused her employment in reprisal for the complaint of sex discrimination she filed with the Office of Civil Rights in the U.S. Department of Health, Education, and Welfare and for her efforts to improve conditions for female staff at VPI.

Dyson also filed a sex discrimination complaint with HEW. The federal agency later reported that Schotta's and Dyson's treatment at VPI resulted from willful sex discrimination and that the institution continuously practiced such discrimination.

In the suit, Dyson asserts that a male with inferior qualifications was hired for the VPI position she sought in 1970. The following year she was hired by the Business Education Department at lower salary and rank than males with similar skills and training, she claims.

Dyson also charges: exclusion from programs in employee management although she has expertise in that field; exclusion from department and college committees; relegation to a windowless office with a member of another department; and assignment of a teaching load of 12 credit hours in addition to her research, although 9 hours was the normal load.

She was first advised of termination in mid-April 1972—about six weeks later than the faculty handbook required—but was later reinstated for the 1972-73 year. She cites as a "specious" reason for her dismissal the university administration's argument that she lacked a master of business administration degree—although she held a juris doctor degree.

Taliaferro alleges that sex discrimination caused her forced retirement from Longwood College last September at the age of 65 while male faculty are consistently permitted to teach through age 70 or longer.

She also asserts that she was initially hired as an assistant professor even though her credentials would support a higher rank. The college president told her, she said, that the men in the department would not approve her being employed at a higher level.

She alleges that: when she was promoted to associate professor 13 years later the college failed to provide retroactive salary adjustment recognizing her law degree as equivalent to a doctorate; she received lower salary than men with similar rank and qualifications; unlike the men, she was assigned to teach subjects she had never previously taught; and she was denied a professorship or chairmanship of the Business Education Department while men with lesser qualifications and experience received these appointments.

In addition to VPI and Longwood, the Virginia higher education institutions named in the suit are the Christopher Newport, Clinch Valley, George Mason, Longwood, Madison, Mary Washington, Norfolk State, Old Dominion, Radford, Virginia State, and William and Mary Colleges; University of Virginia, Virginia Commonwealth University; and Virginia Military Institute.

TEACHERS & PUBLIC EMPLOYEES

A coalition that works—locally, statewide, and nationally

MADISON, WISCONSIN—What do teachers, state, county, and city employees, firemen, and policemen have in common? A great deal, they are finding in Wisconsin and elsewhere.

As the first anniversary of the formalization of the National Coalition of American Public Employees approaches, state organizations of public employees are discovering that joint action can make inroads where independent efforts have proved ineffective.

The situation here typifies the cooperative trend. Five years ago, six Wisconsin organizations began meeting on an informal basis. Although the organizations represented widespread interests, each was motivated by a growing need to cooperate in lobbying and to seek some pooling of resources.

Participating were: the Wisconsin Education Association; Wisconsin Councils 20, 40, and 48 of the American Federation of State, County, and Municipal Employees; the Professional Firefighters of Wisconsin; and the Wisconsin Professional Policemen's Association.

For the six Wisconsin organizations, three factors helped to change the relationship from informal to formal. First, the group was able to get substantial amendments to the state bargaining bill, notably the obligation for boards to bargain, a clause on unfair labor practice process, and the right to bargain for agency shops or "fair share."

Second, encouragement came from the then ad hoc National Coalition. Its three founding organizations—NEA; the American Federation of State, County, and Municipal Employees, AFL-CIO; and the International Association of Fire Fighters, AFL-CIO—were emphasizing both national and state levels of operation.

Third, the climate was right for state-level action.

"We concluded that much more could be accomplished together than independently," reflects Morris Andrews, executive secretary of the Wisconsin Education Association.

The organizations agreed on these objectives:

- Common effort on appropriate legislative issues
- A common effort to organize all public employees
- Specific agreement on jurisdiction
- A plan for mutual endorsement and election of public officials
- Mutual support of locals in crisis negotiation situations
- Coordination of legal cases in all appropriate areas
- Cooperation in the use of facilities.

As a safeguard, the unanimous consent of the six organizations is necessary before any programs are adopted.

At present, the Wisconsin Coalition is working for two legislative actions: one to grant "fair share" to all certified bargaining agents and a second which would amend the bargaining bill to enable public employees facing negotiation impasses either to take the last best offer under binding arbitration or to strike.

Although Wisconsin is the first state to complete the formalization process, similar organizations in five other states have also established public employee coalitions: Delaware, Hawaii, Iowa, Maryland, and Michigan. In six more states coalitions are in the developmental phase (in Connecticut, Illinois, Kansas, Minnesota, Oregon, and Washington).

State coalitions bring key advantages for all public employees, according to Ralph Flynn, executive director for the National Coalition. "A formal coalition raises all efforts to an organized relationship, a much stronger position than any ad hoc arrangement. Also, it is often preferable that actions begin at the state level instead of pursuing a disunified and lengthy route involving scattered small groups.

"Finally, the state coalition provides a needed platform or forum from which to speak."

While encouraging state-level efforts, the National Coalition has also been pushing legislation in Washington. "Frankly," comments Jerry Wurf, president of AFSCME, AFL-CIO, "even my expectations have been exceeded in terms of the recognition and the response we are getting in the Congress and elsewhere at the federal level."

When the National Coalition began March 1971 on an ad hoc basis to explore the potential of cooperative action, one clear priority was the enactment of a national collective bargaining law for public employees. Under such a law public employers like school boards would be required by law to bargain in good faith.

This priority was reaffirmed when the national group formally became the Coalition of American Public Employees in March 1973.

Today the Coalition is pressing two federal collective bargaining acts for public employees—HR 86677, to cover state and local employees, and HR 9784, to cover federal employees. The bills would provide:

- A separate public employee relations commission
- Separate bargaining units for classroom teachers and supervisors unless a majority of both units wants to come together
- Considerable flexibility in the bargaining process.

The National Coalition now includes just under two million members of NEA, AFSCME, IAFF, and the National Treasury Employees Union. NEA President Helen Wise predicted recently that "as other organizations of public employees recognize the vast potential for collective action inherent in the Coalition, it will grow both at national and at state and local levels."

Announcing the organization of the Coalition of Wisconsin Public Employees are National Coalition director Ralph Flynn (left) and representatives of the Wisconsin Education Association Council; Wisconsin Councils 24, 40, and 48 of AFSCME; the Professional Firefighters of Wisconsin; and the Wisconsin Professional Policemen's Association.

STATEMENT OF OWNERSHIP, MANAGEMENT, AND CIRCULATION

(Act of August 12, 1970; Section 3685. Title 39, United States Code)

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8. Known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages or other securities: None.
9. For optional completion by publishers mailing at the regular rates (Section 132.121, Postal Service Manual): Not applicable.
   In accordance with the provisions of this statute, I hereby request permission to mail the publication named in item 1 at the reduced postage rates presently authorized by 39 U.S.C. 3626: Marshall O. Donley, Jr., Editor.
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11. Extent and nature of circulation:

	Average No. Copies Each Issue During Preceding 12 Months	Actual No. Copies of Single Issue Published Nearest to Filing Date
A. Total No. Copies Printed (Net Press Run)	1,152,292	1,385,644
B. Paid Circulation		
1. Sales through Dealers and Carriers, Street Vendors and Counter Sales		
2. Mail Subscriptions	1,137,041	1,370,194
C. Total Paid Circulation	1,132,348	1,370,030
D. Free Distribution by Mail, Carrier or Other Means		
1. Samples, complimentary, and other free copies	4,693	164
2. Copies distributed to news agents, but not sold		
E. Total Distribution (Sum of C and D)	1,137,041	1,370,194
F. Office Use, Left-Over, Unaccounted, Spoiled after printing	15,251	15,450
G. Total (Sum of E & F—Should equal net press run shown in A)	1,152,292	1,385,644

I certify that the statements made by me above are correct and complete.

Marshall O. Donley, Jr., Editor

BILINGUAL SCHOOLING ADVOCATED FOR ALL CHILDREN

Institute highlights needs of Spanish-speaking children

ALBUQUERQUE, NEW MEXICO—Bilingual education for all children was advocated by participants here for a Bilingual-Bicultural Institute November 28 through December 1. Bilingual education is especially needed for non-English-speaking children, particularly those whose first language is Spanish, they said.

They also urged local, state, and federal government support for adequate educational programs to reach this goal.

The Institute was cosponsored by NEA and the National Education Task Force de la Raza, a federally funded program aimed at increasing educational opportunities for Mexican Americans. Some 1,200 conferees attended from 28 states and Mexico City.

The meeting was a follow-up to a conference held in Tucson, Arizona, in 1966 which resulted in Congress' passage of the important Bilingual Education Act in 1968. Under that act, $400 million was authorized for a six-year period to initiate adequate bilingual education programs. Since then, however, only $35 million has been allocated to support 213 projects in 32 states and territories and involving 19 languages other than English.

Institute participants blamed federal officials for "foot-dragging and for being indifferent" to bilingual education. Speakers throughout the meeting urged participants to step up efforts to gain financial and legislative support from state and local governments as well as help from Washington.

U.S. Sen. Joseph M. Montoya (D-N.M.) kicked off the conference program wi'h a blast at the Nixon Administration for failing to release appropriate funds for bilingual education because he thought it was money "wasted." Declaring that "in 1968 we elected a President who did not share our belief in this new kind of education," Montoya also took a gentle slap at educators.

"In addition to our failures in government, educators themselves were discovering that the problem was more complex than we thought," Montoya added. "Even if the money and support had been available, you educators were not really ready. You did not have the teachers trained, the textbooks written, the testing materials and teaching techniques developed."

The importance of bilingual education for Spanish-speaking children was highlighted at the meeting. Josue M. Gonzales, a former staff member of the U.S. Senate Select Committee on Equality of Educational Opportunities and now a management intern at the University of Massachusetts, said that the United States has the fifth largest concentration of Spanish-speaking persons in the western hemisphere and that the numbers are growing rapidly by immigration and birth.

"The U.S. is now one of the major Spanish-American countries," Gonzales declared. He predicted that by the year 2000 the number of Spanish-speaking persons in this country will be far greater than the number of those speaking English.

Another speaker, NEA Director of Human Rights Samuel B. Ethridge, called for an increase in the number of Spanish-speaking teachers in the public schools. He called for a nearly fourfold increase in such teachers. (See page 9 of this issue.)

NEA President-Elect James A. Harris suggested another strategy for "helping to stretch the hearts and minds of Spanish-speaking children and help them reach their potential." "The solution to bilingual-bicultural problems in education lies in politics," he said.

"The united teaching profession will help by applying political muscle as we did in 1966—the year NEA sponsored the Tucson conference spurring enactment of the Bilingual Education Act of 1968," he declared. He said that NEA, working through political action committees in each state, will continue to flex its new-found political muscle by striving to elect "friends of education to federal offices."

Harris also pledged to exert "extra effort" on the problems of minorities when he takes office as NEA president next July at NEA's annual meeting in Chicago.

NEA President Helen D.

Mari-Luci Jaramillo, of the University of New Mexico, addresses the Bilingual-Bicultural Institute. Others (left to right) are U.S. Representative Manuel Lujan (R-N.M.), U.S. Senator Floyd Haskell (D-Colo.), and Donald McComb, NEA/IPD staff.

U.S. Senator Joseph M. Montoya (D-N.M.) raps the Nixon administration for failing to release funds for bilingual education. At right is NEA Executive Committee member Ramon Huerta.

Wise, who was scheduled to speak at the conference but was prevented from attending by bad flying conditions, sent a wire to participants stressing the need for political activity by teachers. She said: "Historically, teachers have been reluctant to 'get involved in politics,' yet you and I are engaged in the most political of all professions. Everything we do—whom we teach, what we teach, how long we teach—all the major decisions about our profession are made by politically elected lay people, school boards, legislatures, Congress. If we do not get involved in electing the people who represent us and our concerns, no one else will."

Interspersed throughout the meeting were demonstrations of many bilingual-bicultural projects that are being carried out around the country, such as the Bilingual Children's Television program in Oakland, California.

Other demonstrations included reports from the Spanish Curriculum Development Center in Miami, Florida; the Curriculum Adaptation Network for Bilingual-Bicultural Education in San Antonio, Texas; the National Multilingual Assessment Program in Stockton, California; the Title VII Dissemination Center for Bilingual Education in Austin, Texas; the Materials Acquisition Center in San Diego, California; and "Carrascolendas" Bilingual-Bicultural Children's Program in Austin, Texas.

There were also workshops where participants discussed legislative action programs on various levels—national, state, and local—administrative action programs, association action programs, and significant law suits in the various states.

Two speakers struck most forcefully at the heart of the problems confronting educators working toward quality bilingual-bicultural education in the United States, and expressed the urgent need for a new approach to these problems.

Speaking on "Bilingual-Bicultural Education: A Necessary Educational Strategy for American Public Education," Rupert A. Trujillo, chairman of the National Education Task Force de la Raza, said: "Today we hear of crisis in the classroom. That concept is totally erroneous. We don't have a crisis in the classroom. We have a crisis in America.

"The internal threat created by social and racial conditions in America is a far greater threat than Sputnik was. Education, but not education as we have known it in the past, is the answer. Education is the answer not only in terms of responding to educational needs—education is one of the strongest forces which we can rely on in our efforts to rectify a host of other problems which besiege America today."

Trujillo then listed four ways in which bilingual-bicultural education serves positive purposes for American public education: (1) it enriches and preserves the cultural and human resources of a people and, consequently, a country; (2) it creates better human relationships among people from different backgrounds; (3) it launches a child immediately into a world of learning as opposed to a world of confusion and frustration; and (4) it creates for the child an atmosphere of personal identification, self-worth, and achievement.

Armando Rodriguez, president of East Los Angeles College, speaking on "National Trends and Implications for Bilingual-Bicultural Education," declared: "Today, more than ever, those of us who are concerned with the education of Chicano children realize that bilingualism and biculturalism are assets which are valuable resources, not only for the Chicano but for our nation as a whole.

"We know, for example, that the most important reason for bilingual and bicultural programs is our social relationships throughout the nation. . . . Thus, bilingual-bicultural education will be the key to the social survival of America."

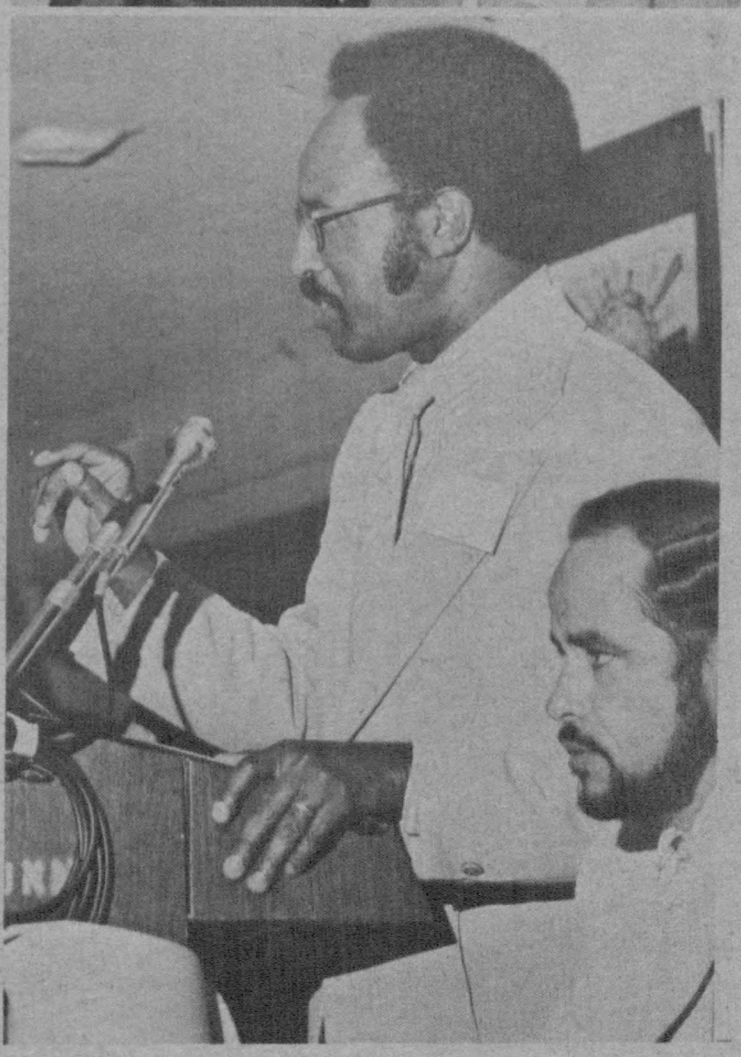
Coordinating activities throughout the institute were Henry J. Casso, executive secretary of the National Education Task Force de la Raza, and Tomas Villarreal, Jr., assistant director of Chicano education, NEA.

Summing up the Institute, Casso said: "It is now very apparent that Mexican Americans, who make up the largest bilingual community in the U.S., are playing a more active part in assessing ongoing bilingual education programs.

"Mexican American educators, along with parents and community leaders, are insisting that bilingual education programs be responsive to the particular needs of all children."

Henry J. Casso (right) tells the conferees that Mexican American educators are insisting that bilingual programs be responsive to the needs of children. At left is New Mexico Governor Bruce King.

During the Institute, Rex Munger (left) of KOAT-TV, interviews Henry J. Casso, of the National Education Task Force de la Raza, and Tomas Villarreal, Jr., NEA staff.



NEA President-Elect James A. Harris tells the Institute conferees that the solution to bilingual-bicultural problems in education lies in politics. At right is Rupert A. Trujillo, chairman of the National Education Task Force de la Raza.

Blandia Cardenas tells conferees about the Early Childhood Bilingual Education Program of the Southwest Education Development Laboratory in Austin, Texas.

NEA FINANCIAL REPORT TO MEMBERS

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES (Note 1)—AUGUST 31, 1973 AND 1972

GENERAL FUND
Operating

ASSETS	1973	1972
Cash	$ 412,181	$ 200,632
Accounts and notes receivable:		
Unpaid membership dues from certain state and local associations—		
Amounts, due over extended periods (Note 2)	2,045,162	2,706,400
Other, net of reserves for cancellations of $455,866 and $474,606	4,645,265	3,703,100
Publication sales and advertising	157,682	207,901
Receivable from Departments, National Affiliates and Associated Organizations	684,551	490,787
Other assets	665,817	216,045
	8,610,658	7,524,865
Fixed Assets (at cost)		
Land (Note 5)	2,197,130	2,197,130
Buildings, not being depreciated (Note 5)	11,775,408	11,678,658
	13,972,538	13,875,788
	$22,583,196	$21,400,653

LIABILITIES AND FUND BALANCES	1973	1972
Liabilities:		
Bank notes payable (Note 7)	$ 2,100,000	$ 3,600,000
Accounts payable and accrued liabilities	948,370	1,208,206
Accrued vacation	1,581,400	1,350,000
Payable to state and local associations under indemnification agreements	914,905	810,000
Payable to Permanent Fund	3,218,727	2,635,220
Payable to Special Purpose Funds	1,411,479	438,290
Funds held in custodial capacity	349,723	520,928
	10,524,604	10,562,644
Commitments and contingencies (Notes 3 and 4)		
Fund balance:		
Balance (deficit), beginning of year	(3,037,779)	24,529
Adjustment for the cumulative effect on prior years resulting from changes in method of accounting for accrued vacation and amounts payable to state and local associations under indemnification agreements		(1,201,414)
Excess of income over (under) expenses	1,123,833	(1,860,894)
Deficit balance, end of year	(1,913,946)	(3,037,779)
	8,610,658	7,524,865
Fund Balance:		
Balance, beginning of year	13,875,788	13,831,646
Transfer of building improvements from Permanent Fund	96,750	44,142
Balance, end of year	13,972,538	13,875,788
	$22,583,196	$21,400,653

PERMANENT FUND

ASSETS	1973	1972
Cash	$ 623	$ 623
Receivable from General Fund	3,218,727	2,635,220
Land and land improvements (Note 5)	863,896	815,779
Investment securities (quoted market value of $1,912,000 and $2,167,000—Note 4)	2,002,952	2,002,952
	$ 6,086,198	$ 5,454,574

LIABILITIES AND FUND BALANCES	1973	1972
Fund balance:		
Balance, beginning of year	$ 5,454,574	$ 5,072,212
Life memberships	823,259	658,925
Gifts received		2,000
Transfer of building improvements to General Fund	(96,750)	(44,142)
Printing costs of Addresses and Proceedings	(94,885)	(84,421)
Adjustment for the cumulative effect on prior years resulting from change in method of accounting for investment in Teachers Services Corporation (Note 4)		(150,000)
	631,624	382,362
	$ 6,086,198	$ 5,454,574

SPECIAL PURPOSES FUNDS

Cash	$ 71,198	$ 489,409
Investment securities, at cost (quoted market value of $178,000 and $219,000)	168,730	216,707
Receivable from General Fund	1,411,479	438,290
	$ 1,651,407	$ 1,144,406

Fund balance, after deduction of deficit balances in certain funds of $108,205 in 1973 and $139,226 in 1972	$ 1,651,407	$ 1,144,406
	$ 1,651,407	$ 1,144,406

The accompanying notes and exhibit are an integral part of this statement.

STATEMENT OF GENERAL FUND INCOME AND EXPENSES FOR THE YEARS ENDED AUGUST 31, 1973 AND 1972 (Note 1)

	1973 Budget	1973 Actual	1972 Actual
Income:			
Membership dues (net of indemnification agreement refunds of $1,192,113 in 1973 and $810,000 in 1972)	$28,996,500	$28,979,296	$25,653,013
Advertising	375,000	422,470	350,327
Student NEA and Future Teachers of America membership dues	272,000	213,667	169,545
American Education Week, principally publication sales	150,000	139,133	100,189
Other publication sales	390,000	229,850	287,901
Investment income from Permanent Fund investments	170,000	261,274	223,264
Miscellaneous	20,000	222,284	174,740
	30,373,500	30,467,974	26,958,979
Expenses:			
Independent United Teaching Profession	5,416,980	5,509,067	7,666,396
Professional Excellence	2,144,661	1,882,131	2,432,039
Economic Security for All Educators	1,123,068	958,982	537,490
Adequate Financing for Public Education	2,033,167	1,795,407	1,590,286
Human and Civil Rights for All Educators and Children	2,603,143	2,415,635	2,726,651
Leadership in Solving Social Problems	275,241	203,991	508,115
Basic Support Systems	8,675,569	7,587,795	5,452,291
Governance	1,293,500	1,386,872	841,637
Administration	2,793,769	3,326,855	1,699,323
Business Management	4,014,402	3,977,524	5,049,660
Miscellaneous	—	299,882	315,985
	30,373,500	29,344,141	28,819,873
	$ —	$ 1,123,833	$ (1,860,894)

SCHEDULE OF EXPENSES BY TYPE

	1973	1972
Salaries and benefits (Note 8)	$13,200,430	$12,690,815
Grants to and joint projects with state and local associations	5,174,170	4,832,231
Travel	3,276,743	2,721,990
Publication costs	2,099,984	1,941,980
Outside services (consultants, printing, legal, audit, other)	2,209,603	1,904,662
Office expenses (telephone, office supplies, other)	1,504,543	1,382,637
Administrative expenses (interest, insurance, rent, utilities, other)	1,374,039	1,305,109
Grants to affiliates (including grants to DuShane Emergency Fund of $800,000 in 1973 and $1,000,000 in 1972)	923,141	1,206,957
Conventions and conferences (including $1,100,000 for Constitutional Convention in 1972)	—	1,132,250
Machinery rentals and repairs and materials and supplies	733,422	968,308
Less recovery of costs incurred for NEA affiliates and Special Purpose Funds	(1,151,934)	(1,267,066)
	$29,344,141	$28,819,873

The accompanying notes are an integral part of this statement.

STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES (NOTE 1)—AUGUST 31, 1973 AND 1972 FOR THE YEAR ENDED AUGUST 31, 1973 (EXHIBIT)

	Balance August 31, 1972	Cash Receipts Association	Cash Receipts Other	Cash Disbursements	Balance August 31, 1973
Educational Travel Trust Fund	$ 259,928	$ —	$7,056,224	$6,845,581	$ 470,571
Special Services Fund	236,664	—	841,149	621,245	456,568
Reserve for Employee Retirement Benefits	(532)	600,000	1,070	250,827	349,711
DuShane Emergency Fund (Note 6)	405,236	800,000	43,798	1,002,623	246,411
Hilda Maehling Fellowship Fund	105,668	—	25	2,942	102,751
William G. Carr Scholarship Award	39,422	—	2,515	518	41,419
Teacher Evaluation and Professional Standards Project	13,697	—	64,064	58,957	18,804
Press, Radio and Television Services Project	13,753	—	4,189	2,405	15,537
Verbal Skills in Negotiations	4,795	—	76,054	68,025	12,824
Overseas Education Association—Uniserv Project	—	17,715	22,575	29,099	11,191
Faculty Representative Skills	—	—	13,240	3,465	9,775
Nanjemoy Nature Reserve Fund	9,819	—	—	992	8,827
Educational Technology Contracts and Grants	15,515	—	10,217	19,440	6,292
Given's Room Project	2,689	—	—	345	2,344
Working Conference on Sex Role Stereotypes	(1,697)	—	39,535	36,107	1,731
Student NEA Environment Project	3,165	—	—	1,506	1,659
Salute to Education	—	—	1,343	93	1,250
Classroom Teachers National Conference	7,258	—	—	6,123	1,135
T. M. Stinnett Chair of Criticism	1,688	—	—	1,000	688
Educational Policies Commission Project	—	—	2,852	2,750	102
ACT/NEA/NPS Environmental Education Project	(24,283)	—	24,305	—	22
President's Projects	—	43,378	6,983	50,841	(480)
Committee on International Relations	(8,212)	—	164	99,677	(107,725)
Constitutional Convention	93,989	288,927	—	382,916	—
Research Division Contracts and Grants	40,397	—	2,287	42,684	—
Reader's Digest Grants	6,055	—	—	6,055	—
Future Teachers Heritage	111	—	—	111	—
Instruction Projects	81	—	—	81	—
Project Reflection/Planning	30	—	—	30	—
Teacher Field Service Training Program	(162)	—	183	21	—
Educational Communication Coalition	(1,335)	—	24,142	22,807	—
Project LIFE	(79,333)	—	230,600	151,267	—
	$1,144,406	$1,750,020	$8,467,514	$9,710,533	$1,651,407

The accompanying notes are an integral part of this statement.

To the President and Members of the
National Education Association of the United States:

We have examined the statement of assets, liabilities and fund balances of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES (a nonprofit corporation chartered by Act of the United States Congress) as of August 31, 1973 and 1972, and the related statement of General Fund income and expenses for the years then ended. Our examinations were made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

As described in Note 3 to the financial statements, under the terms of current collective bargaining agreements, the Association is potentially liable to its employees for severance payments estimated at $1,100,000. However, the severance pay provisions of the collective bargaining agreements are subject to modification and, therefore, the Association has made no provision in the accounts for the severance pay liability. Also, as described in Note 1, the Special Purpose Funds are included on the basis of cash receipts and disbursements rather than on the accrual basis. The effect on the accompanying financial statements of the difference between the cash basis and the accrual basis has not been determined.

In our opinion, except for the effect of the matters described in the preceding paragraph, the accompanying financial statements referred to above present fairly the assets, liabilities and fund balances of the National Education Association of the United States as of August 31, 1973 and 1972, and the General Fund income and expenses for the years then ended, in conformity with generally accepted accounting principles consistently applied during the periods.

ARTHUR ANDERSEN & CO.

Washington, D. C.,
October 26, 1973.

NOTES TO FINANCIAL STATEMENTS AUGUST 31, 1973 AND 1972

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

General Fund Budget

The budget amounts included on the statement of General Fund income and expenses are as approved by the Representative Assembly and amended by the Executive Committee, as set forth in guidelines approved by the Representative Assembly.

Departments, National Affiliates and Associated Organizations

There are 33 Departments, National Affiliates and Associated Organizations and 4 related corporations offering services to members of the Association and to other educators, which operate separately and independently of the Association, except that the Association acts in a custodial capacity for certain of these organizations. The accompanying statement of assets, liabilities and fund balances includes the cash of certain of these organizations which is held by the Association in a custodial capacity, but does not include other assets, liabilities and fund balances of these organizations, and the statement of General Fund income and expenses excludes the income and expenses of these organizations.

Special Purpose Funds

Special Purpose Funds consist of funds restricted for specific projects and purposes. Generally, these funds have income from sources other than the Association. The operations of the Special Purpose Funds include activities such as the receipt of Federal government and private contracts and grants and the conduct of activities thereunder, the organization of travel tours and charters for Association members, and the promotion and administration of services such as annuity and insurance plans for members.

The Special Purpose Funds are included in the accompanying financial statements on the basis of recorded cash receipts and disbursements, and no determination has been made of the amounts of income and expenses accrued but not recorded as of August 31, 1973 and 1972. Deficit balances in certain of these funds as of August 31, 1973, are expected to be eliminated through receipt of subsequent payments on contracts and grants.

Permanent Fund

The Permanent Fund consists of permanent investments of the Association, together with other funds received by gift, bequest or transfer. The Permanent Fund may not be expended or otherwise transferred, except by the approval of the Executive Committee, the Board of Directors and a two-thirds vote of the Representative Assembly. However, the bylaws of the Association provide that the Permanent Fund may be expended for the cost of building improvements and the cost of printing **Addresses and Proceedings.** At August 31, 1973, $3,218,727 had been loaned from the Permanent Fund to the General Fund. The Board of Directors and Executive Committee of the Association have approved such borrowings up to $4,000,000.

In July 1973, the Representative Assembly approved the discontinuance of life memberships and no life membership applications are being accepted effective July 7, 1973. However, all life membership applications received prior to that date will continue in force under the original terms. Those life memberships are recorded as income when payment is received. Persons became life members upon the payment of an amount in cash equal to 20 times the annual active membership dues, or 22 times the annual active membership dues if paid in equal installments over a period of 10 years. At August 31, 1973, the aggregate amount of life memberships receivable due on the installment method was approximately $14,775,000. This amount has not been recorded in the accompanying financial statements since it is not possible to estimate the amount which will ultimately be realized.

All life membership receipts are recorded as Permanent Fund income, except that an amount equal to annual membership dues ($25) from installment payment receipts is credited to the General Fund. For the year ended August 31, 1973, total life memberships received were $2,400,084 of which $1,576,825 was credited to the Permanent Fund and $823,259 was credited to the Permanent Fund.

Income earned on Permanent Fund investments (including the interest earned on the amount loaned to the General Fund) is recorded as investment income in the General Fund.

Investments

The Permanent Fund investments consist primarily of a 96% interest in a pooled investment fund administered by a commercial bank. These investments are recorded at original cost. Gains and losses are recognized only when a withdrawal is made from the pooled investment fund by a participant.

Depreciation

Buildings are not being depreciated because it is the intention of the Association to fund future building replacement from sources other than current income or General Fund capital. Building additions and replacements are financed from the Permanent Fund and transferred to the General Fund. Furniture and equipment are financed from the General Fund and are expensed when purchased.

Vacation and Amounts Payable Under Indemnification Agreements for Unification

During the year ended August 31, 1972, the Association adopted the policy of recording vacation expense as it is earned by its employees and recording amounts payable to state and local associations under indemnification agreements. Previously these amounts were recorded as expenses when paid. The $1,201,414 effect of these changes as of August 31, 1971 has been reflected as an adjustment to the General Fund balance.

(2) UNPAID MEMBERSHIP DUES RECEIVABLE FROM CERTAIN STATE AND LOCAL ASSOCIATIONS

Certain membership dues for prior years were not remitted to the Association by certain state and local associations in the normal manner and are now represented by notes payable to the Association, payable in varying amounts through 1978. During the year ended August 31, 1973, principal payments of $625,000 were received. Following is a summary of these amounts as of August 31, 1973 and 1972.

Representing dues receivable applicable to:	Balance As of August 31 1973	1972
1970 and prior	$ 349,491	$ 423,600
1971	1,432,855	1,982,800
1972	262,816	300,000
	$2,045,162	$2,706,400

(3) SEVERANCE PAYMENTS

Under the terms of current collective bargaining agreements, the Association is potentially liable to its employees for severance payments estimated at $1,100,000. Since the severance pay provisions of the collective bargaining agreements are subject to modification the Association's ultimate liability for severance pay cannot be determined. The potential liability is payable over an extended number of years and will be recorded as an expense when paid.

(4) INVESTMENT IN AND TRANSACTIONS WITH RELATED CORPORATIONS

In years prior to 1972, the Association (the Permanent Fund) had invested $150,000 in Teachers Services Corporation (a related automobile leasing corporation), representing 100% ownership of the common stock outstanding and 70% ownership of preferred stock. In 1973, in accordance with Accounting Principles Board Opinion No. 18, the Association adopted the "equity method of accounting" whereby the carrying value of this investment will be adjusted to recognize the Association's proportionate share of Teachers Services Corporation's income or loss. Previously, this investment had been carried at original cost of $150,000. Since Teachers Services Corporation has a cumulative loss incurred in prior years, the Permanent Fund balance for the year ended August 31, 1972, has been restated to reflect a $150,000 decrease in the Association's investment in Teachers Services Corporation.

As of August 31, 1973, the Association has guaranteed bank and other commercial loans of $600,000 made to Teachers Services Corporation (secured by automobiles) and unsecured indebtedness of $180,000.

The Association and Teachers Services Corporation have options expiring in 1974 to purchase 700,000 shares of Horace Mann Educators Corporation at a price of $10 per share. These options were received at no cost in exchange for an agreement to use the Horace Mann Group of insurance companies for the tax sheltered annuity program offered to the Association's members. If these options are exercised, the Association would own a 20% interest (approximate) in the Horace Mann Educators Corporation.

(5) LAND AND LAND IMPROVEMENTS

In 1971, the Association (the Permanent Fund) purchased approximately 27 acres of land in Reston, Virginia, as its share of a total of approximately 54 acres purchased by certain national affiliates and associated organizations. This land was recently appraised at a value of $1,200,000 to $1,450,000. Total cost of the land and land improvements is $863,896 as of August 31, 1973. The Association has recently received an appraisal of a vacant office building and land which it owns in the business district of Washington, D.C. The cost of this land and building exceeds the appraised value by approximately $300,000. The ultimate use or disposition of the Reston land and Washington, D.C. land and building has not yet been determined.

(6) DuSHANE EMERGENCY FUND

The DuShane Emergency Fund, which was established to protect the human, civil and professional rights of educators, had $603,000 in loans outstanding to teachers and state associations at August 31, 1973. The ultimate collectibility of these loans and the collection dates are not determinable. For this reason, loans outstanding are not reflected in the accompanying financial statements. Collections on these loans will be recorded as increases in the DuShane Emergency Fund balance if and when received.

(7) BANK NOTES PAYABLE

In connection with a line of credit granted by a commercial bank, the Association has agreed that it will not encumber any real property or pledge other assets without the written consent of the bank. In addition, the Association must confine its borrowings to the loaning bank and any other banks selected by it.

The notes payable as of August 31, 1973, are due through November 1973, at interest rates which range from 9¼% to 10% (¼% over the prime rate).

(8) RETIREMENT PLAN

The Association has a retirement plan which covers substantially all employees. Unfunded prior service costs of the plan approximated $1,575,000 as of December 31, 1972 (the most recent actuarial determination date available), and is being amortized over a period ending May 31, 1986. Retirement plan expense for the year ended August 31, 1973, was approximately $1,240,000, including $160,000 of unfunded prior service cost amortization.

NEA PRESSES FEDERAL SCHOOL LEGISLATION

WASHINGTON, D.C.—Next to the Labor-HEW appropriation bill (see story beginning on page 1), the most significant school legislation before the 93rd Congress is the extension and amendment of the Elementary and Secondary Education Act due to expire June 30, 1974.

Throughout the first session both Houses of Congress labored over ESEA legislation. The House Education and Labor Committee started work on its bill, HR 69, immediately after Congress was convened in January and was still working on markup of the measure at adjournment in December. The Senate Education Subcommittee has reported its bill, S 1539, to the full Labor and Public Welfare Committee. Floor action is deemed unlikely before March.

House hearings are under way on a public employees collective bargaining bill which would require teachers and school boards to bargain in good faith and would provide guidelines to regulate the process. NEA testified in favor of this major bill, HR 8677, last October. The legislation is expected to be introduced in the Senate early in this session.

NEA's mobile teacher retirement bill, HR 4924, S 2433, is under study by a Congressional task force looking into the whole question of pension reform, and a report on the study is expected during this session.

NEA has testified in support of the Women's Educational Equity Act (HR 208) and is encouraging the Senate committee to incorporate the provisions of the act in the ESEA package.

Two other NEA-supported bills providing bilingual programs are in committee and are likely to be included in the ESEA renewal bill.

The NEA-endorsed $858 million school lunch bill, signed in November, increases federal subsidies for all school lunches to 10¢ and free reduced-price lunches by 45¢.

Another nutrition benefit, the $87 million school milk program, managed to survive administration opposition and was included in the Agriculture appropriations bill enacted in October.

Legislation providing for conversion to the metric system on a national basis within 10 years has been reported out of committee in the House but is still in committee in the Senate.

NEA is seeking improvements in the outdated copyright laws which severely restrict the tools available for use by the teacher in the classroom. Senate subcommittee hearings on revision of the copyright law are expected to be completed in February.

A $45 million bill to extend the Environmental Education Act through fiscal 1976 has cleared the House.

Other bills supported by NEA which have been carried over to the second session include the Indian Self-Determination and Educational Reform Act.

In addition, NEA will push for budget reform and impoundment control legislation, ratification of the Genocide Convention by the United States, and mandatory unemployment compensation coverage for teachers.

COLLEGE TEACHERS FIGHT TENURE QUOTAS

NEW YORK CITY—Staff members of the City University of New York are fighting a tenure policy that has provoked alarm among NEA and other teachers groups around the nation. The policy, adopted by CUNY October 29, slashes to 50 percent the number of university staff who can have tenure in any given department.

The 50 percent tenure policy, adopted at the request of CUNY Chancellor Robert J. Kibbee, affirms that "the normal process of tenure should be one that invokes serious and rigorous judgment of a faculty member's peers"—up to a point. The point is "when a majority of the tenurable faculty of a department, division, or other unit of a college have become tenured." At that point, the college presidents "will be expected to present specific justification in the recommendations of individuals for tenure."

"Specific justification" is neither defined nor explained, but it is in the hands of the college presidents to invoke and it is clearly something other than the professional criteria spelled out in the contract between the City University and the Professional Staff Congress, the NEA-AFT-NYSUT union.

PSC President Belle Zeller has told Chancellor Kibbee that excellence—as established by the contractually established professional criteria—must be the sole standard for appointment, promotion, reappointment, and tenure.

Once you supersede these professional criteria and the peer evaluation procedure with an arbitrary quota which may be invoked at the discretion of a college president, she said, academic freedom goes out the window, along with job security and excellence.

The chancellor contends that, because the "possibility" of tenure continues in departments that have reached the 50 percent quota, the quota is not really a quota.

NEA President Helen Wise, in a telegram to New York City Mayor Abraham Beame November 28, said: "Tenure quotas are tenure quotas, no matter what the semantic cloud cast by Chancellor Robert Kibbee. Administrative imposition of a quota system at CUNY cheapens the quality of the University, undermines faculty members' statutory and contractual tenure rights, and strikes a death blow at the principle of academic freedom and the negotiated merit system."

Protesting tenure quotas at CUNY are (left to right) former Congressman James Scheuer, Bronx Borough President Robert Abrams, PSC First Vice-President Irwin Polishook, PSC President Belle Zeller, and CUNY Board Member David Ashe.

NEA DELEGATES MAY PRE-REGISTER

WASHINGTON, D.C.—Delegates to the 1974 NEA Representative Assembly in Chicago will be able to pre-register, NEA's Office of Convention and Conference Management has announced.

Because of a change in the standing rules made by the 1973 Representative Assembly, allocation of delegates and alternates is based on March 31 membership records at NEA Center. Until May 1, association presidents may submit to the NEA executive secretary certificates of eligibility for delegates. After verification of eligibility, each delegate will be mailed his permanent credentials.

Two visitors from the People's Republic of China—Ch'en Chia (left), professor at Nanking University, and Li Shun-Hsing, worker, Scientific and Educational Group, State Council—meet with NEA President-Elect James Harris at NEA Center. Harris was one of an NEA team of educators who visited China last summer.

★ ORIENTAL HOLIDAY, 1974

REPEATING A SELLOUT!
NEA members' favorite 1973 tour is back again by popular demand.

IMPORTANT: The NEA tours and flights described on these three pages (and others included in the summer tour book, "NEA Travel, Your Passport to the World, Summer 1974") were all scheduled and confirmed by the various airlines before the recent energy crisis. We have every reason to believe that our tours and flights will operate as scheduled this spring and summer. However, some dates may have to be changed due to airline rescheduling, and some prices may have to be increased due to rising fuel prices.

JAPAN, HONG KONG & THAILAND
17 days, 15 nights $795 (+10% tax/service)

Price Includes:
- Five nights in each of the three cities, Tokyo, Hong Kong, and Bangkok.
- First-class and deluxe hotel accommodations (with private bath and air-conditioning) based on double occupancy.
  Tokyo: New Otani Hotel
  Hong Kong: Miramar Hotel
  Bangkok: Rama Hyatt Hotel
- Round-trip transportation via World Airways 747 jet with meals, beverages, free stereo and movies in flight (OH-1 through OH-11). Round-trip transportation via Korean Airlines (KAL) jet with meals and beverages in flight (OH-14 through OH-21).
- Full American breakfast daily (new feature).
- One gala dinner in each city (new feature).
- Welcome cocktail party in Tokyo with hot and cold hors d'oeuvres.
- Half-day sight-seeing in each city by deluxe, air-conditioned motorcoach.
- Fully escorted by local, professional guides.
- All transfers.
- Baggage handling.
- Local taxes and gratuities.
- Free flight bag on arrival in Tokyo.
- Optional school visits in Tokyo and Bangkok (new feature).
- OH-14 through OH-21 have an overnight and extra 18th day in Seoul, Korea.

Tour	Dates	Departure Cities
OH-1	June 24-July 10	Washington, D.C., and Memphis
OH-2	June 29-July 15	Atlanta and Chicago
OH-3	July 4-July 20	Philadelphia and St. Louis
OH-4	July 9-July 25	Baltimore and Detroit
OH-5	July 14-July 30	New York and Cleveland
OH-6	July 19-Aug. 4	Philadelphia and Minneapolis
OH-7	July 24-Aug. 9	New York and Pittsburgh
OH-8	July 29-Aug. 14	Boston and Chicago
OH-9	Aug. 3-Aug. 19	New York and Kansas City
OH-10	Aug. 8-Aug. 24	Washington, D.C., and Chicago
OH-11	Aug. 13-Aug. 29	Baltimore and New York
OH-14	June 23-July 10	Los Angeles
OH-15	June 30-July 17	Los Angeles
OH-16	July 7-July 24	Los Angeles
OH-17	July 14-July 31	Los Angeles
OH-18	July 21-Aug. 7	Los Angeles
OH-19	July 28-Aug. 14	Los Angeles
OH-20	Aug. 4-Aug. 21	Los Angeles
OH-21	Aug. 11-Aug. 28	Los Angeles

★ TOTEMS, BUDDHAS, AND PELE
15 days, 13 nights
Alaska, Japan, and Hawaii!
3 nights Anchorage
5 nights Tokyo
5 nights Honolulu
$895 from New York
(+10% tax/service, based on group affinity airfare)

Dates:
AH-1 June 24-July 8
AH-2 July 8-July 22
AH-3 July 15-July 29

Features:
- Deluxe hotel accommodations based on double occupancy as follows:
  3 nights in Anchorage at the Anchorage Westward Hotel
  5 nights in Tokyo at the Hotel Pacific
  5 nights in Honolulu at the Hilton Hawaiian Village Hotel.
- Round-trip jet transportation from J. F. Kennedy Airport, New York, via Japan Airlines.
- All sight-seeing by deluxe, chartered motorcoach.
- Services of professional, local guides.
- Half-day sight-seeing in each of the three cities, Anchorage, Tokyo and Honolulu.
- All transfers.
- Baggage handling and baggage tips.
- Cocktail party in Tokyo.
- Delightful meals in flight.
- Local taxes and gratuities.

Optional Tours: A list of optional tours which may be taken at additional cost will be furnished upon registration.

HAWAIIAN LOVE AFFAIR
15 days, 4 islands
5 departures
$559 from Chicago
$599 from N.Y. and Philadelphia
(+10% tax/service)

Price Includes:
- 4 islands (Hawaii, Maui, Kauai and Oahu)
- 13 nights in deluxe hotels with air-conditioned rooms, based on double occupancy. (Single room supplement $160 additional.)
- Air transportation via United Air Lines and Hawaiian Airlines.
- All transfers between airports and hotels.
- Porterage and tips for one suitcase.
- Traditional flower lei greeting in Honolulu.
- Scheduled sight-seeing tours on each island.
- Services of a tour escort.
- No additional charge for "peak season" departures.

Hotels: Naniloa Surf, Kona Surf, Maui Surf, Sherton Waikiki or Hilton Hawaiian Village.

Reduction for Child: (2 through 11) $110.

Departures:
From N.Y., Philadelphia, and Chicago.
HL-1 July 23-Aug. 6
HL-2 Aug. 13-Aug. 27
HL-3 June 25-July 9
HL-4 July 9-July 23
HL-5 Aug. 6-Aug. 20

WIKI-WIKI HAWAII
15 days, 13 nights in Honolulu
$439 from Chicago
$499 from N.Y. and Philadelphia
(+10% tax/service)

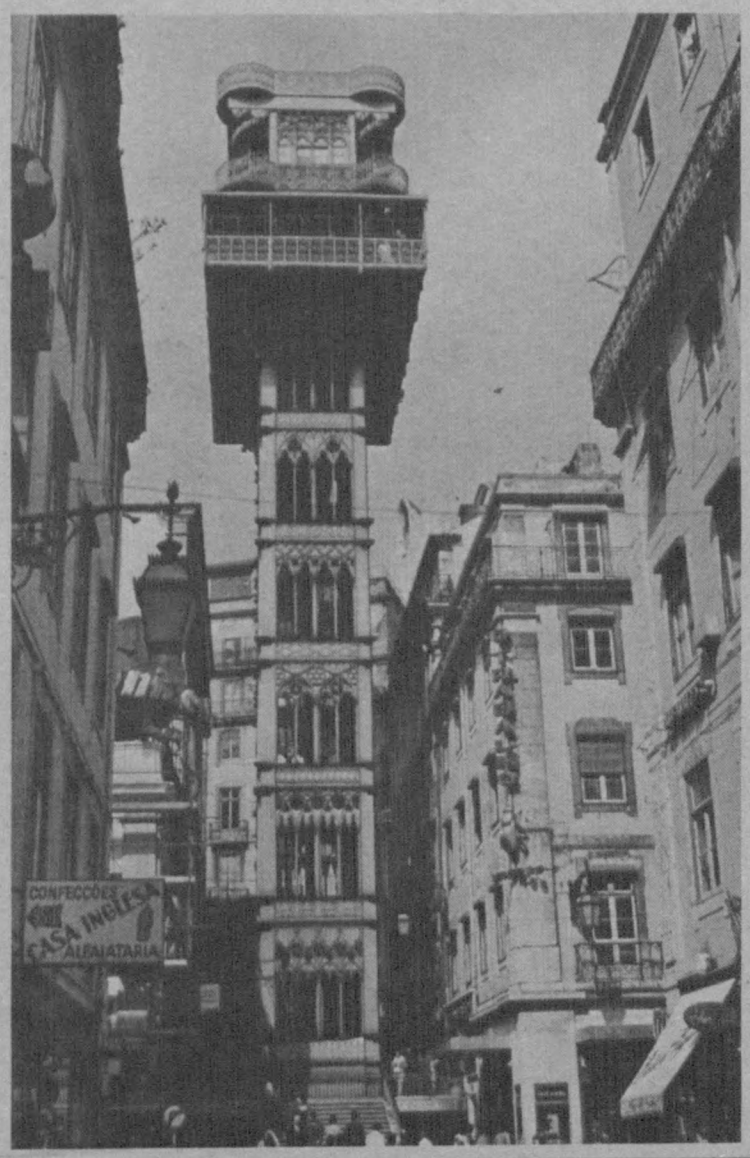
Price Includes:
- 15 days.
- 13 nights in Honolulu in a first-class hotel, based on double occupancy. (Single room supplement $120 additional.)
- Round-trip air transportation via United Airlines jet.
- All transfers between airport and hotel.
- Porterage and tips for one suitcase.
- Traditional flower lei greeting.
- Get acquainted briefing.
- City and Punchbowl Tour.
- Services of a tour escort.
- No regimentation.
- No additional charge for "peak season" departures.

Reduction for Child: (2 through 11) $110.

Departures:
From N.Y., Philadelphia, and Chicago.
WH-1 July 23-Aug. 6
WH-2 Aug. 13-Aug. 27
WH-3 June 25-July 9
WH-4 July 9-July 23
WH-5 Aug. 6-Aug. 20

NOTE: PLEASE SEE APPLICATION FORM ON BACK PAGE OF THIS ISSUE FOR ELIGIBILITY REQUIREMENTS AND TO RESERVE SPACE.

TWO SERIES OF 15-DAY TOURS TO SPAIN AND PORTUGAL



An old elevator in Lisbon

(Eight departures on each tour)
Featuring:

- Round-trip transatlantic jet transportation
- Meals in flight
- Accommodations in deluxe and first-class hotels
- Continental breakfast daily
- Professional NEA representative
- All transfers
- Baggage handling
- Surface transportation between cities by air-conditioned motorcoach
- Hospitality desk
- Local tax and gratuities

★ TOUR 1—IBERIAN IDEALS

$468 from New York
(based on charter airfare)
5 nights Madrid, 1 night Coimbra, 6 nights Lisbon
Dates:

IB-1 June 27-July 11	IB-5 July 25-Aug. 8
IB-2 July 3-July 17	IB-6 July 31-Aug. 14
IB-3 July 11-July 25	IB-7 Aug. 8-Aug. 22
IB-4 July 17-July 31	IB-8 Aug. 14-Aug. 28

★ TOUR 2—ANDALUSIAN SPAIN

$498 from New York
(based on charter airfare)
3 nights Madrid, 1 night Granada, 6 nights Torremolinos (Costa del Sol) 1 night Seville, 1 night Lisbon
Dates:

AS-1 June 27-July 11	AS-5 July 25-Aug. 8
AS-2 July 3-July 17	AS-6 July 31-Aug. 14
AS-3 July 11-July 25	AS-7 Aug. 8-Aug. 22
AS-4 July 17-July 31	AS-8 Aug. 14-Aug. 28

Optional Extension to Morocco—4 nights $110 additional. Price includes all transportation, hotel, transfers, breakfast & dinner daily. You spend 1 night in Rabat, 2 nights in Fez and 1 night in Tangier. Indicate whether or not you want the Morocco extension when you apply for the tour.

★ RENDEZVOUS IN RIO

8 days, 7 nights
$349, $379, & $429 (all prices + 15% tax/service)

Code No.	Dates	From	Prices
RBE	April 9-April 17	New York	$349
RB-1	July 2-July 10	Boston and New York	$349
RB-2	July 9-July 17	Chicago and St. Louis	$379
RB-3	July 16-July 24	Chicago and Atlanta	$379
RB-7	July 23-July 31	New York and Pittsburgh	$349
RB-4	August 6-August 14	New York and Baltimore	$349
RB-5	August 20-August 28	Chicago and Cleveland	$379
RB-6	August 27-Sept. 4	Los Angeles	$429

Features Included:

- Round-trip jet air transportation from gateway city via Trans International Airlines DC-8 jet, including in-flight meals and beverages.
- First-class hotel accommodations in downtown Rio for seven nights. (Twin-bedded rooms with private bath or shower.) Single accommodations are $99 additional.
- Round-trip transfers between airport and hotel in Rio.
- Baggage tips into and out of hotel.
- Breakfast daily consisting of fruit or juice, rolls, cheese, and Brazilian coffee, tea or milk.
- Half-day city tour of Rio and Sugar Loaf.
- Half-day tour to Corcovado and Tijuca Rain Forest.
- Two-hour cruise of Guanabara Bay.
- Samba Welcome Party.
- Visit to a gem-cutting workshop and a free souvenir.
- One dinner at a well-known Rio Churrascarias (steak house).
- A map and guide of Rio, to be furnished upon arrival at hotel.
- Shopping discount at Mesbla S/A, one of Rio's most prestigious department stores.
- Services of a Tour Host throughout the trip.
- All taxes, tipping and service charges in conjunction with scheduled tour activities.
- United States and Brazilian departure taxes.

Optional Tours to nearby points of interest are available at additional cost. List furnished upon registration.

SOUTH PACIFIC HIGHLIGHTS

$895 from San Francisco (based on group-inclusive airfare)
Australia, New Zealand, Fiji Islands
18 days—7 departures
Special add-on fares available round-trip from six other cities:

New York	$189	Detroit	$153
Boston	$189	Dallas	$108
Chicago	$135	St. Louis	$127

Dates

PC-1	June 26-July 12	PC-5	July 24-August 9
PC-2	July 3-July 19	PC-6	July 31-August 16
*PC-3	July 10-July 26	PC-7	August 7-August 23
PC-4	July 17-August 4		

* Academic credit available through Western Illinois University.

Features: • 8 nights in Sydney (Hyatt Kingsgate Hotel) with unlimited sight-seeing pass (good for 7 days). Tour members may select from two half-day and 5 full-day tours in Sydney and surrounding areas. • 3 nights in Auckland (Auckland Travelodge Hotel) including two half-day tours. • Motor trip to famous Waitomo Caves and Glow-worm Grotto. • 1 night in Rotorua. • 3 nights in Nandi (Tanoa Hotel). • Round-trip jet transportation via Qantas Airways. • All transfers. • Baggage handling. • Services of tour director. Note: Please see application form on back page for eligibility requirements and to reserve space.

★ NEA CHARTER FLIGHTS TO EUROPE, SUMMER 1974

(Transportation Only)

Code No.	Dates	Cities	Round-trip Airfare
CW-1	June 17-July 24	Minneapolis-Amsterdam-Minneapolis	$245
CW-2	June 19-Aug. 14	Detroit-Amsterdam-Detroit	$259
CT-3	June 19-July 26	St. Louis-Amsterdam-St. Louis	$266
CW-4	June 22-Aug. 27	Chicago-Amsterdam-Chicago	$233
CW-5	June 22-Aug. 6	New York-Madrid/Amsterdam-New York	$221
CT-6	July 1-July 16	New York-Amsterdam-New York	$207
CT-7	July 3-Aug. 22	New York-Amsterdam-New York	$239
CW-8	July 3-Aug. 8	Chicago-Madrid/Amsterdam-Chicago	$249
CW-9	July 3-July 25	Wash., D.C.-Amsterdam-Wash., D.C.	$244
CW-10	July 6-July 27	Detroit-Amsterdam-Detroit	$249
CW-11	July 9-Aug. 8	Indianapolis-Amsterdam-Indianapolis	$259
CW-12	July 10 Aug. 9	Philadelphia-Amsterdam-Philadelphia	$239
CW 14	July 10-Aug. 28	Philadelphia-Amsterdam-Philadelphia	$259
CO-15	July 15-Aug. 13	Boston-Amsterdam-Boston	$199
CW-16	July 16-Aug.10	New York-Geneva-New York	$219
CW-17	July 31-Aug. 22	Minneapolis-Amsterdam-Minneapolis	$242
CT-18	Aug. 1-Aug. 27	New York-Amsterdam-New York	$199
CW-19	Aug. 6-Aug. 30	Chicago-Amsterdam-Chicago	$229

Flights are via World Airways (CW), Trans International Airlines (CT), and Overseas National Airways (CO) flying 747 Jumbo Jets, DC-10 Wide Body Jets, and DC-8 Stretch Jets.

NEA SPRING TOUR SPECIALS

★ **RENDEZVOUS IN RIO** (RBE)
April 9-17 $349 (+ 15% tax/service) from New York
Price includes round-trip chartered jet flight via Trans International Airline, first-class hotel in Rio for 7 nights; transfers; baggage handling; breakfast daily; half-day tour of Rio and Sugar Loaf; half-day tour to Corcovado and Tijuca Rain Forest; two-hour cruise of Guanabara Bay; Samba Welcome Party; visit to gem-cutting workshop and free souvenir; one dinner at well-known Rio Churrascarias (steak house); map and guide of Rio; shopping discount at Mesbla S/A, one of Rio's most prestigious department stores; services of tour host throughout; all taxes, tipping and service charges in conjunction with tour activities; U.S. and Brazilian departure taxes. Optional tours to nearby points of interest available at additional cost. List furnished upon registration.

★ **EASTER IN MALLORCA** (EM)
April 14-20 $329 (+ 10% tax/service) from New York
Six days and five nights in exciting Palma de Mallorca; deluxe accommodations in the Hotel Melia Mallorca; Continental breakfast and dinner daily with coffee and wines included; round-trip jet transportation via Trans International Airline charter; transfers; baggage handling; complimentary cocktails and fruit upon arrival in hotel; gala farewell party and Flamenco Show with free champagne.

★ **EASTER ON THE ADRIATIC** (EA)
April 6-14 $298 (+ 15% tax/service) from New York
Spend 7 nights at Split, located in the center of the Dalmatian coast in Yugoslavia. The immense 4th century palace of Emperor Diocletian is located here. The town is a gem of Venetian-Gothic architecture. Folk dance performances, opera, ballet and concerts offer music the year round. The climate is tempered by the Adriatic, which makes it a delightful city to visit in any season. Price includes Continental breakfast and dinner daily; round-trip transportation from New York by chartered jet; transfers; porterage for one bag; and deluxe hotel accommodations.

PICCADILLY (P) (London Theatre Tour)
April 13-21 $485 from New York
Price includes round-trip jet transportation via British Caledonia jet; Continental breakfast daily; first-class hotel accommodations; transfers; baggage handling; three theatre tickets for stall or orchestra seats (plays to be announced before departure); and a London cash card entitling you to special reductions at shops, stores, restaurants, clubs, etc.

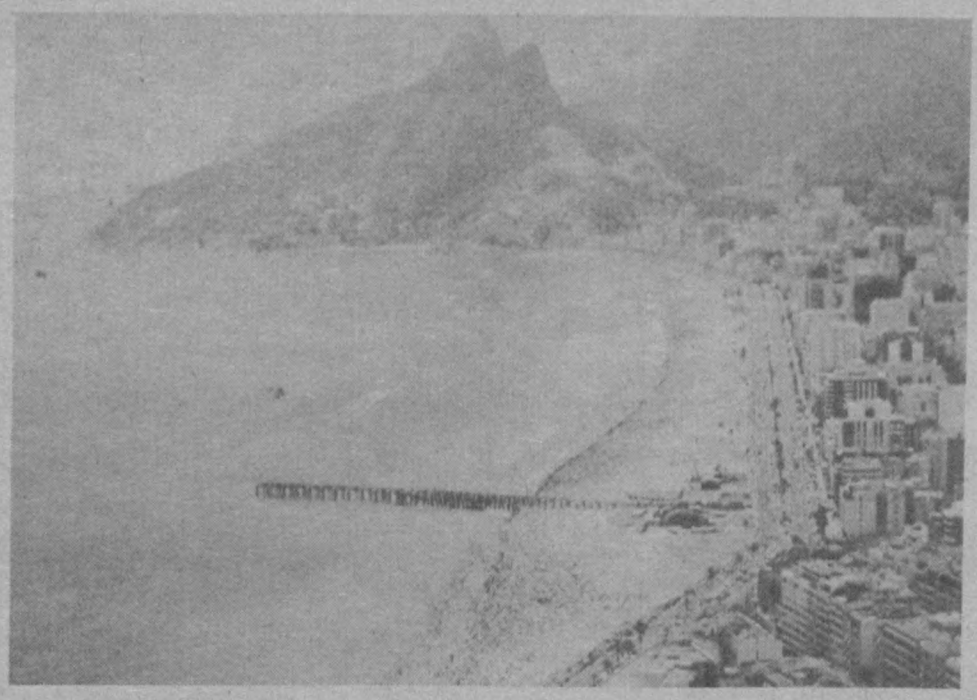
MADEIRAN MEMORIES (MM)
April 7-14 $450 from New York
Come to the Madeira Islands, located far off the coast of Morocco southwest of Portugal. The islands enjoy an almost perfect climate and one can swim the year around. The scenery is some of the most beautiful in the world. Mountain peaks descend steeply into deep green valleys and advance to the surging sea. Price includes round-trip jet transportation; Continental breakfast daily; 4 nights in Funchal, the capital and chief port of the Madeira Islands; 2 nights in first-class hotel in Lisbon, Portugal; porterage for one bag, and transfers.

GUATEMALAN FESTIVAL (EG)
April 6-14 $450 (+ 10% tax/service) from New York
Round-trip jet flight via Pan American World Airways jet; first-class hotel accommodations; 16 meals; transfers; baggage handling. Visit Guatemala City, the capital; Tikal, mysterious lost city of the ancient Mayas; Lake Atitlan, where you will enjoy a morning motor launch trip across the lake to visit the Indian village of Santiago de Atitlan; Chichicastenango; and Antiqua, to view the colorful pageantry and processions that accompany the celebration of Holy Week. Sight-seeing excursions included in each city.

★ **JAMAICA** (EJ)
April 13-20 $299 from New York
Eight days, 7 nights in Kingston; first-class accommodations at the new Forum Hotel, with private bath and air-conditioning; round-trip jet transportation via Pan American World Airways; Welcome Cocktail Party with tropical drinks served; baggage handling; transfers; beach and pool facilities and water sports opportunities; 1 roll of Fotomat color print film and 50¢ developing coupon.

TWO CRUISES (from Norfolk)
1. BERMUDA CRUISE (EB) April 9-15 $350 (+ $9 port taxes)
2. SAN JUAN & ST. THOMAS (EC) April 15-22 $400 (+ $8 port taxes)

Both cruises are on the beautiful *TTS Queen Anna Maria* (Greek Line) which holds 850 passengers. The ship has six decks, each over 2½ city blocks long, 25,000 sq. ft. of Lido Decks; 4 open-air and one indoor swimming pool, sauna and gymnasium, lounges, bars, nightclubs, libraries, observation and sun lounge, ballrooms and theatre. There is also a beauty parlor and barber shop, gift shops and photographer's shop. You'll be entertained with Calypso Night, Greek Night, variety shows, the Captain's cocktail reception, and late-night buffets. Staterooms all have private bath and air-conditioning in addition to wide lower beds. Price includes 6 *meals daily*, entertainment, a gala champagne dinner, and the Captain's cocktail party. Come and be caught up in the exuberant Greek Festival Spirit . . . a Zorba-like zest for life.



EASTER ON THE GULF OF AQABA (AQJ)
April 11-21 $598 (+15% tax/service) from New York
Round-trip jet transportation via British Caledonian Airways; first-class hotel accommodations; most meals; half-day excursion to the beautifully preserved Greco-Roman city of Jerash; 3 nights in Amman, Jordan; 5 days and nights in Aqaba Hotel, in the beautifully located resort of Aqaba on the Red Sea. Free time available for swimming, sun bathing, water skiing, snorkeling, sailing and scuba diving. Extra tour bonus is an evening and overnight in London before the return flight to the U.S.

EASTER IN HAWAII (EH-1, 2)
April 7-14 (EH-1) April 14-21 (EH-2)
$369 from Chicago, Dallas, Denver
$419 from Atlanta, Cleveland, Detroit, Pittsburgh
$439 from Minneapolis
$449 from Richmond, Baltimore, Philadelphia, New York, and Boston
(all prices + 10% tax/service) Reduction for child (2 thru 11 years)—$100
Round-trip jet transportation via United Air Lines; 6 nights at either the Outrigger East or Outrigger West Hotel in Honolulu; traditional flower lei greeting on arrival; transfers; baggage handling; sight-seeing tour of Honolulu; services of local escort; get-acquainted briefing party; no regimentation.

EASTER IN THE HOLY LAND (EHL)
April 11-21 $685 (+ 10% tax/service) from New York
Round-trip jet transportation via British Caledonian Airways; Continental breakfast and dinner daily (except in London); ½ day excursion to Jerash; 3 full days and two half-day sight-seeing excursions in and around Jerusalem; transfers; baggage handling; first-class hotel accommodations; evening and overnight in London before return flight.

EASTERTIME IN MEXICO (EME)
April 13-21 $450 (+ 10% tax/service) from Chicago
Round-trip jet transportation via American Airlines; first-class hoted accommodations; 11 meals; Mexico City, Cuernavaca, Taxco, Quadalajara, Chapala Lake, Jocotepec, Ajijic; sight-seeing excursions in each city; transfers, baggage handling.

★ **HOLY WEEK ON COSTA del SOL** (HWC)
April 7-14 $398 from New York
One of the top experiences a traveler can have in Spain is to visit Malaga for Holy Week, which ends at Easter. There are few celebrations in the world to surpass this, for few have the same spiritual depth. Price includes round-trip jet transportation, via Iberia, from New York to Malaga; Continental breakfast daily; transfers; Welcome Sangria Party; ½ day sight-seeing in Malaga; 2 motorcoach transfers to Malaga to watch the religious processions; porterage for one bag; and accommodations in Sofio suites in Banalmadena (ten miles outside of Malaga). Each suite contains living room, bedroom, kitchen, and terrace.

Mail to either of the following offices with deposit check ($200 per person on tours, $125 per person on charter flights) and proof of NEA membership, if required: **NEA Educational Travel, 1201 16th St., N.W., Washington, DC 20036;** or IEA/NEA Travel Service, 15132 Summit Avenue, Suite #203, Oaktree Terrace, Villa Park, Illinois 60181.

Please reserve ..... spaces on ..... tour/flight departing on .....
(code no.) (date)
from .....
(city)
Name(s) .....
Address ..... City .....
State ..... Zip ..... Home Phone ..... School Phone .....
(include area code) (include area code)

IMPORTANT: All tour prices are per person, double occupancy. **Tours marked with a star and all charter flights (for transportation only) require membership in NEA for at least 6 months prior to departure date.** Members of the immediate family (limited by the CAB to spouse, dependent children, and parents of the member only residing in the same household) are also eligible. Tours *not marked* with (★) are open to other relatives and friends (non-members). There is a $15 cancellation fee on all tours/flights for 1973-74 regardless of reason cancelled. Additionally, if cancellation is received less than 30 days prior to tour departure, amount of refund will depend on charges made against NEA Travel due to such cancellation.

..... Please send information on NEA Expeditions for Adventure Lovers.

..... Please send me a free copy of the tour book, "NEA Travel—Your Passport to the World—Summer 1974."

Information about NEA summer travel programs appears on pages 18 and 19.

nea reporter

April 1974, Vol. 13, No. 2 Published by the National Education Association Washington, D.C.

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Baltimore Strike Ends

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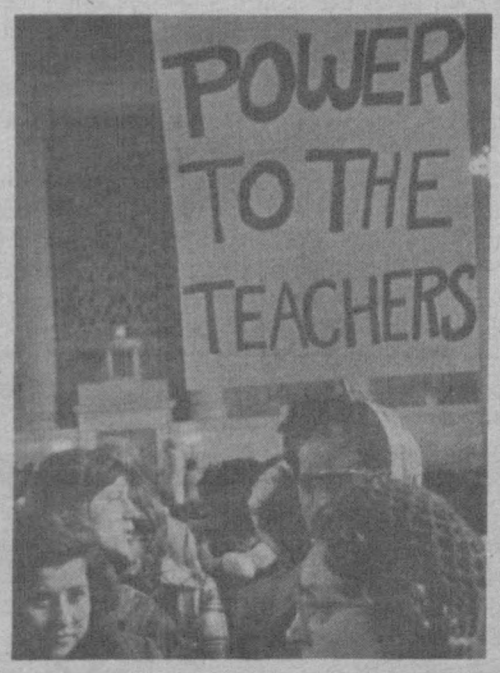

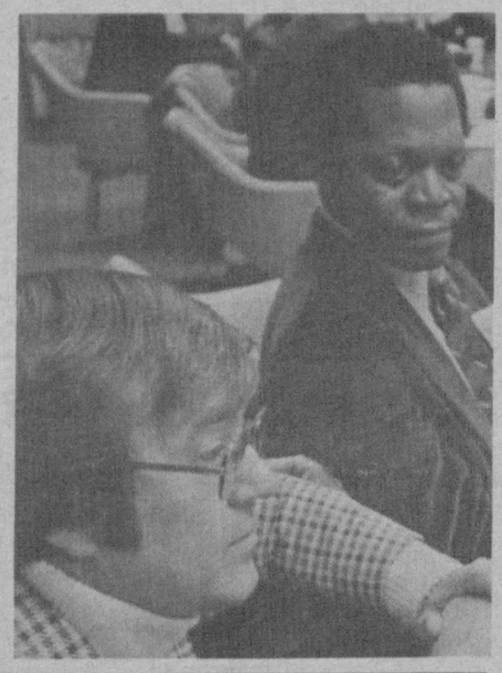

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AMENDMENTS FOR CONVENTION ACTION **14-23**

NEA ENDS MERGER TALKS WITH AFT

WASHINGTON, D.C.— Merger discussions between NEA and the American Federation of Teachers (AFL-CIO) have been terminated by NEA. NEA President Helen Wise, who announced the break-off, said, "The positions are clear. NEA wants teacher unity; AFT wants AFL-CIO membership. The two are not compatible."

"The talks have ended because the AFT has no flexibility on the issues of AFL-CIO affiliations, minority guarantees, and the secret ballot," she said.

The NEA president detailed the reasons for the February 28 break-off of talks:

"1. Merger is desirable to NEA only if it increases teacher unity. It is desirable to AFT only if it produces membership in AFL-CIO. Throughout the talks AFT remained rigid that the merged organization and all of its affiliates must be affiliated with the AFL-CIO. Since a majority of American teachers do not wish to be in organizations affiliated with the AFL-CIO, no teacher unity could be achieved under AFT conditions. It is clear, therefore, that AFT leadership priorities place recruitment for AFL-CIO above teacher unity.

"2. Ideally, the democratic process should result in minority representation on all the elected and appointive bodies of the NEA and its affiliates. Historically this has not happened in any of our social institutions. The NEA believes there should be provisions which insure such

(Continued on next page)

nea helping teachers teach

CONGRESSIONAL LOGJAM BROKEN, EDUCATION BILLS MOVE

WASHINGTON, D.C.— The Congressional logjam on extension of ESEA and other major federal programs appeared broken at press time as the House of Representatives passed HR 69, a bill amending and extending ESEA for three years, and the Senate prepared for floor action on S 1539.

Two separate anti-busing amendments attached to the House bill, however, threaten a new snag. The amendments virtually prohibit busing of school children to achieve racial balance and inevitably will result in a long and heated conference when the House and Senate members meet to resolve differences in the two bills.

Both bills revise the formula for allocating funds under ESEA Title I (education of the disadvantaged). NEA has pressed for an equitable redistribution of Title I funds. As passed, the House bill provides that Title I funds be allocated according to the so-called Orshansky index, plus credit for two-thirds of the children whose family incomes are in excess of $4,250 a year.

Both Houses have struggled with formula changes because of population shifts discovered in the 1970 census and in differences among states as to definitions of poverty

(Continued on next page)

MERGER TALKS END

(Continued from page 1)
representation. Our new Constitution provides such guarantees. Our Representative Assembly insisted such guarantees were not to be compromised in these talks.

"This commitment by NEA members to assure proper representation by minorities was described publicly by Vice President Shanker as '. . . obvious simplemindedness.' This statement was made December 9, 1973, with the issue in the talks, despite an understanding between the parties regarding public statements on issues under discussion.

"The AFT, while paying lip service to minority involvement, opposed an effective way to assure it. There is no compatibility between the NEA commitment and the AFT laissez-faire attitude on this issue. The AFT was unwilling to accept the NEA's position that there be written guarantees in the document.

"3. The secret ballot to elect officers and change governing documents protects the rights of individual members to control their organization. It prevents a patronage system which stifles the membership and leads to many other abuses by leadership. Many within the AFT membership agree with the NEA position on this matter. The AFT leadership does not.

"4. Our talks have been severely hampered by the inability of the AFT leadership to solve their internal problems privately. It would be inappropriate to take sides in the Selden-Shanker dispute. In fact, I'd prefer to avoid the matter altogether; however, they have involved us by numerous charges and countercharges regarding the talks. I would be remiss if I didn't deal with this matter.

"The AFT has obviously done little to contribute to constructive talks about teacher unity with the flailing away at each other ever since the talks began.

"One charge directly involves us. Mr. Selden seems to be accused of dealing with NEA in a covert manner. I state clearly and emphatically that NEA has negotiated only at the table with the full AFT team present and has in no way engaged in any covert activity regarding these talks.

"Our only public statement regarding this dispute before today was one I issued last December which said the fight among AFT leadership 'certainly confuses the merger discussions and makes it difficult to proceed with optimism.' I considered that to be very restrained at the time and evidence of our good faith effort. I still do."

Looking to the future possibilities of merger, President Wise said: "The rigidity of the AFT on critical issues prevented any progress on the talks and offer little promise for the future of merger between NEA and AFT. There are basic differences between us. In order for merger to take place, the AFT will have to change to positions acceptable to the majority of America's teachers. Until that time, organizational rivalry, which has not diminished during the talks, will undoubtedly continue.

"In rejecting affiliation, the NEA is not rejecting the AFL-CIO. The teachers of this country desire a strong, unified, independent organization. At the same time, they welcome cooperative and mutually supportive relationships with organizations which represent a constructive force in our society. We consider the AFL-CIO among those with whom we could have a cordial and beneficial relationship. It would be unfortunate if the behavior of the AFT is allowed to interfere with such a relationship. The NEA can help the AFL-CIO, and they can help us. The idea is not new. Our members have supported a concept of cooperation with other organizations for many years. Our disappointment in the AFT has not reduced our respect for the AFL-CIO.

"Recognizing that a structural merger was not possible, the NEA made one further effort to achieve harmony with the AFT by suggesting cooperation in legislative and other areas through the Coalition of American Public Employees. Once again this suggestion was rejected by AFT.

"The advantages the NEA now has in membership, organization, and resources will increase. The teachers of America will continue to have a choice of organization to represent them. Our experience in these talks confirms our belief that the choice is a clear one," the NEA president concluded.

EDUCATION BILLS

(Continued from page 1)
and levels of welfare payments. These factors, however treated, will make substantial changes in state Title I allocations for coming years.

NEA sought removal of language in the bills allowing the U.S. Commissioner to bypass state and local education agencies to set up Title I and other programs for nonpublic schoolchildren. Not having sufficient votes to eliminate the bypass, NEA started to work on an acceptable compromise to reduce the Commissioner's arbitrary authority to establish programs. As a result, the House bill includes language requiring the Commissioner to hold hearings prior to establishing a program and providing for judicial review of the program before the U.S. Circuit Court of Appeals, rather than entering at the U.S. District Court level. The measure also calls for mandatory conformity with criteria established for local education agencies.

Both the Senate and the House ESEA bills provide for consolidation of several major elementary and secondary programs. NEA supports the consolidations in principle, but seeks assurances that such merging of funds will not conflict with the intent of Congress to help solve national problems under the various individual programs. Titles II, III, V, and VIII of ESEA would be affected by the consolidation. Additional programs may be added to the consolidation package by the time joint House-Senate conferees iron out differences between HR 69 and S 1539.

Under the House bill, impact aid would continue for the life of the ESEA extension.

Time is of the essence now, because ESEA and impact aid expire June 30, and the appropriations committees cannot provide funding for the next school year until authorizing legislation is enacted. The Administration, in its 1974-75 budget, has promised to ask for advance funding for elementary and secondary programs if Congress passes "acceptable" legislation prior to the end of the current fiscal year (that is, by June 30, 1974).

Hearings have begun on the Labor-HEW appropriation with presentations by Administration witnesses on the HEW budget. Public witnesses will be heard later this month.

Meanwhile, several other bills of major interest to NEA are moving in Congress. The House and Senate are in substantial agreement on a bill to allow the **carry-over of unobligated education funds** from one fiscal year to the next—a major help to school district planning. A pension reform bill scheduled for conference committee action would pave the way for NEA's **mobile teacher retirement** bill, which would protect teachers crossing state lines during the working careers from losing retirement benefits.

CONNECTICUT PUBLIC EMPLOYEES COALITION SET

HARTFORD, CONNECTICUT—A statewide coalition of public employees—including teachers, fire fighters, police, and state and local government employees—has been announced here.

During sessions to charter the group, NEA President Helen Wise said the new coalition "greatly strengthens the promise that our national 14-million-member potential will materialize, becoming the outstanding labor phenomenon of the 1970's." The myth of the servile public servant is being shattered, she said, as public employee organizations strengthen their hand by joining forces to combat common problems and work toward common goals.

Formation of the Connecticut Coalition of American Public Employees makes Connecticut the first New England state to form a coalition. The state became the sixth in the nation to establish a coalition. Others had been organized in Michigan, Iowa, Wisconsin, Maryland, and Hawaii; and since the Connecticut action, three more states, New Mexico, Illinois, and Delaware have formed coalitions.

Wise said that "for teachers, as for other public employees, this may be the decade in which we declare ourselves first-class citizens, with all the rights of those who are employed in the private sector."

Ralph Flynn, of the national Coalition, presents the charter to Walter O'Connor, president of the Uniformed Fire Fighters of Connecticut, AFL-CIO.

TAX RIP-OFF OF PUBLIC EMPLOYEES

An editorial by Ralph J. Flynn, executive director, Coalition of American Public Employees

For the 15 million public employees in the United States at the federal, state, and local levels who pay part of their salary to a public retirement system, income tax time has a special meaning. It means that this year, as in past years, public employees will typically lose from their current income the equivalent of a 1 percent pay raise.

This 1 percent salary loss means that school teachers or policemen who negotiated a 5 percent pay raise last year received only 4 percent. It means that the 4.77 percent pay raise for federal employees granted in October is really only 3.77 percent. A 1 percent salary adjustment represents weeks at a bargaining table, strike votes, and possible referral to the Cost of Living Council. In personal terms it may mean one month's payment on an automobile or simply that instead of losing all of a pay raise to inflation a public employee could save 1 percent.

Teachers and other public employees of America are subjected to this annual rip-off through the simple technique of refusal by the Internal Revenue Service to allow payments mandated by law to retirement systems to be deducted from current income for income tax purposes. An example: Teacher Bill Jones earns $10,000 a year. He contributes 5 percent ($500) of his salary to a state retirement fund. He now pays $2,000 income tax (20 percent of $9,500). The $100 difference between what the public employee earning $10,000 a year now pays and what he should pay represents a loss of 1 percent of his annual income. If his contribution or tax rate is higher, his loss is even greater.

The savings would not be tax free. But taxes would be based on income at retirement—a much lower rate—not on current income.

The Coalition of American Public Employees—of which NEA is a founding member—is doing something about this inequity. The Coalition has joined in legal actions initiated by the National Treasury Employees Union, another of its member organizations, and the National Association of Letter Carriers, to try to rectify this situation. The legal actions consist of a suit in Federal District Court in Detroit brought by George and Marian Hogan and an action in the U.S. Tax Court in Los Angeles brought by Lawrence and Marilyn Cohen. The court of initial review has ruled against the Hogans, and the case will undoubtedly be appealed. The decision in the Cohen case in Los Angeles is expected momentarily.

What is happening in the courts, however, is only part of the action. Public employees throughout the nation are becoming aware that this great tax theft affects state and local employees, as well as federal employees—and so has the Internal Revenue Service. Fearful that the courts will ultimately recognize the justice of the public employee case, IRS has moved to change the tax laws so that public employees would be ineligible for retirement deductions even should they win their case in court. The proposed change simply says that: ". . . a contribution shall not be treated as having been made by an employer if it is designated an employee contribution . . ." For all of its innocent appearance, the effect of this clause would be to legalize the peculations of IRS.

The Coalition of American Public Employees, working through its member organizations, will oppose changing tax laws so that public employees would be ineligible for retirement deductions even should we win our case in court.

the coalition of American Public Employees

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LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Bids for power

Teachers who state that there is something wrong with "raw bids for power" (Letters, February 1974 REPORTER) do all teachers a disservice. The majority of these striking teachers across the nation have made a commitment and many at a great personal loss to themselves and family in taking a stand for better education for children. I commend them all for finally taking that stand. It's about time teachers stood up and said enough is enough and we need the proper tools in order to do a more effective job with children.

Raymond F. Ensher
North Fork, California

Ridiculous!!

The February 1974 issue of the NEA REPORTER carried an article advocating bilingual schooling for all children in the U.S. With the cost of education going up at leaps and bounds, this is not only impractical but borders on the ridiculous!!

The idea that this country, or any other, can afford the luxury of teaching many if not all subjects in various foreign languages, cannot be accepted.

Where would this idea end? Would not every child be entitled to have his or her classes taught in the foreign language of his origin?

Rather than encourage the use of a great number of foreign languages, let us encourage the use of English in every home as a realistic means of improving the educational chances of all children.

Gordon G. Goheen
Salem, Oregon

Inconsistencies

Following the NEA's breakoff of merger talks with the AFT [see page 1] because of the serious differences on AFL-CIO affiliation, minority representation guarantees and the secret ballot issue, Albert Shanker, 1st vice president of the AFT and executive vice president of the merged New York State United Teachers, leveled a blast of criticism against the NEA. As a vitally interested observer and participant in the affairs of teachers' organizations, I feel compelled to point out some inconsistencies in Mr. Shanker's positions.

First, Mr. Shanker is highly critical of the NEA's "no affiliation with AFL-CIO" position in the now defunct talks. He fails to point out, however, that the AFT, of which he is the dominant force, has taken a position of "no *non*-affiliation with AFL-CIO." He has criticized the NEA for taking an absolute stand while he himself has done the same thing.

Second, Mr. Shanker is highly critical of the NEA's actions with regard to the possible expulsion of the Miami, Florida, NEA affiliate. That affiliate entered into a local merger which resulted in its affiliation with the AFL-CIO. Such action was in violation of official NEA policy as adopted by the national Convention. Hence, the NEA is considering expulsion. Mr. Shanker fails to point out however, that the predominant reason behind his efforts to expel David Selden from his position as president of the AFT, as has been reported to the media, is that Selden allegedly violated official AFT policy with regard to merger negotiations. Mr. Shanker criticizes the NEA while he is himself involved in a similar action.

The most serious inconsistency, however, is found in the last sentence of Mr. Shanker's March 3, 1974, column in the *New York Times*. Mr. Shanker implores teachers to seek "unity" by ". . . joining and voting for the AFT . . ." and, by implication, quitting the NEA. To New York State teachers, who are merged, however shakily, and belong to both NEA and AFT through the New York State United Teachers (NYSUT) that statement represents the antithesis of unity.

The ultimate irony for the tens of thousands of New York State teachers who believed that the New York merger would put an end to teachers fighting teachers—to collective bargaining campaigns—would be that very merger was, in reality, a statewide collective bargaining election between the NEA and the AFT, winner take all. There is little doubt about which organization Mr. Shanker would consider victorious.

These inconsistencies point up the simple question which must be answered before there can be a national merger or before even the NYSUT becomes truly merged. Who will control the merged organization? Unless the great majority of teachers are convinced that such an organization would be democratically controlled and led by individuals whose first commitment was to the welfare of teachers and schools, merger is a pipe dream. Mr. Shanker is not very convincing.

Brian J. Bushweller
Fishkill, New York

Dollars for politics

After reading President Wise's editorial in the February NEA REPORTER ["NEA-PAC NEEDS TEACHER DOLLARS"], I want to have my $1 help to carry out this effort—I've added an extra $1 to make up for another's. . . . we need to make 1974 the year of change—the right kind of change.

Foster C. Jones, Jr.
Daly City, California

Terse report

The article "Teacher Power for Better Instruction" (December 1973 REPORTER) stated that the main purpose of the IPD Conference was to deal with five major threats to public education. Alleged teacher surplus, performance-based teacher education, assessment programs, vouchers and performance controls, and teacher evaluation will be viewed as threats only when seen with myopic eyes looking solely for negative aspects. If viewed positively, the same concepts can be seen as avenues of change and educational advancement.

Such terse reporting leaves the impression that our organization is unhampered by the application of critical thinking skills. Is this the image we want to create?

Evelyn L. Holmboe
St. Paul, Minnesota

SUPREME COURT KILLS MANDATORY MATERNITY LEAVE

WASHINGTON, D.C.—The U.S. Supreme Court has struck down mandatory maternity leave provisions set by school boards. The High Court ruled seven to two that mandatory provisions for such leaves-of-absence, regardless of an individual's ability to continue work, violate the Fourteenth Amendment's guarantee of due process of law.

NEA President Helen Wise hailed the decision in favor of three NEA-backed teachers as "the greatest advance for female teachers since married teachers gained the right to teach."

NEA invested more than $25,000 in district, appellate, and Supreme Court legal battles in the cases that culminated in the January 21 decision. NEA initiated and fully financed the Susan Cohen case (Chesterfield County, Virginia) from its beginnings in 1971 and shared in cooperation with Women's Law Fund all legal expenses in the case of Ohioans Jo Carol La Fleur and Elizabeth Nelson.

"The ruling means," said NEA President Wise, "that pregnant teachers who can work and want to work will no longer be compelled to leave their jobs a specified number of months before the scheduled birth. The educational process will be enhanced by this ruling since teachers free from unreasonable restrictions are better able to provide the type of instruction that parents, teachers, and students want.

"NEA has pioneered the fight on the maternity leave and sex discrimination issues on many fronts," she added. "This ruling encourages NEA to continue its efforts to attack sex discrimination in other areas, such as sex role stereotyping in textbooks, failure to promote women teachers with qualifications equal to men, and anti-nepotism practices that cause the female spouse to lose her job." Wise said.

The Court found that the two arguments the school boards gave for mandatory leave policies in these cases did not justify the sweeping mandatory regulations that "employ irrebuttable presumptions that unduly penalize a female teacher for deciding to bear a child." The school boards had argued that firm cut-off dates are necessary to maintain continuity of classroom instruction, and that some teachers become physically incapable of adequately performing certain duties during the latter part of their pregnancy.

The Court noted that many pregnant teachers are capable of working, that administrative reasons alone are inadequate to deny a woman her rights, and that arbitrary cut-off dates "have no rational relationship to the valid state interest of preserving continuity of instruction. As long as the teacher is required to give substantial advance notice of her condition," the Court continued, "the choice of firm dates later in pregnancy would serve the boards' objectives just as well, while imposing a far lesser burden on the women's exercise of constitutionally protected freedom."

ONE TEACHER'S FIGHT FOR ALL

La Fleur: "I'm Gutsy When I'm Angry Enough"

by Rozanne Weissman,
REPORTER *contributing editor*

CLEVELAND, OHIO—Michael La Fleur, age 2½, clutched his green quilted blanket and spotted stuffed dog as he left grandmother's house to rejoin his mother Jo Carol at the end of her teaching day. When asked what he did all day, rosy-cheeked Michael, who had been sick, answered honestly, "Today I whined."

No teacher has ever heard of this devilish-looking, curly haired youngster whose "friend" Hoover the Vacuum Cleaner resides mainly in the front closet. But his conception and his mother's successful but arduous three-year court battle over the right to become pregnant and, when medically able, continue teaching past arbitrary, restrictive school board time limitations have extended the rights of female teachers across the country.

Jo Carol La Fleur is one of three teachers whose NEA-backed maternity leave cases went up to the U.S. Supreme Court. What is behind the story of this teacher who made education history—who displayed the fortitude and determination to wage a long-term fight on behalf of other teachers in the face of abuse, derogatory letters, and obscene phone calls?

"This was my fight," she explains, "to get teachers treated as professionals. Someone must be able to stand up and fight; otherwise, teachers are less than they ought to be," she says as she rises to her full height of 5 foot 2, adding, "I guess I'm gutsy when I'm angry enough."

Guts. That's what it takes to fight for a principle despite 3 a.m. phone calls, rape threats, and hate mail. The usual sick letters poured in following the *Cleveland Press* photo story on La Fleur when she was pregnant: "All babies are conceived in sin, and you're up there flaunting your sinfulness. . . ." "Now that you've shown them what it looks like, why don't you show them how it got that way. . . ."

Says La Fleur, visibly upset, "When a married but childless elderly man wrote that he didn't even like to see pregnant women in the supermarket, I could discount his outmoded views because of his age and childless state. To me, the most disturbing mail was from parents who should know better. A woman with five children wrote that the idea of sharing pregnancy in public disgusts her, while others said that they did not want their child to be in a class with a pregnant teacher." Even some female teachers want to impose their concepts on others, believing that a pregnant teacher should become a recluse.

But there have also been heartening moments which have made the battle worthwhile: the ovation by La Fleur's Lakewood High School sociology class January 21 when she won her case, and the joy of her colleagues. A crowning moment came at her night figure proportion class. A teacher there expressed

"This was my fight to get teachers treated as professionals. Someone must be able to stand up and fight; otherwise, teachers are less than they ought to be."

"Sometimes I feel guilty about not being with Michael during the day when I'm teaching. But his grandmother takes care of him, and it is a loving and beautiful relationship. And I'm a better parent when I am also fulfilled."

delight that teachers no longer have to resign at a specified time early in their pregnancy because "some teachers" won a Supreme Court case. Says La Fleur with a grin, "I didn't tell her it was me, but I just beamed on the inside."

Emphasizing that she is not an activitist women's libber although she deplores women's second-class status, La Fleur points out that she does not see her case primarily as a women's rights issue. "Human rights. That's what it's all about. When people are treated as part of a class—whether it is black, elderly, women—part of their humanity is taken away. And rules which discriminate against classes of people are wrong."

"Human beings should have the freedom to do what makes them happy as long as they are not hurting anyone. And teaching makes me happy . . . not sitting home crocheting booties. I don't want someone else programing my future. Maternity rules have been made by men who know nothing about pregnancy but yet determine when a pregnant teacher becomes unfit to teach and to be seen by her students."

criticizes the athletic teacher and avid camping enthusiast who played tennis and golf —"I even carried my own golf bag"—until a week before the birth of her baby. She also substituted in the suburban Lakewood school system in her eighth month.

"I was one of only a handful of teachers specifically trained to teach in the ghetto. But they shut me out because I had a growing stomach. Wouldn't you think that a happily married pregnant teacher would create a good image in the inner-city schools?" she asks rhetorically, peering over her wire-rimmed glasses. "It is appalling that institutions devoted to educating young minds are the victim of small mindedness."

La Fleur, who says that she loves teaching in the inner city, had taught a class of 25 unmotivated and unstable girls. "It's ironic," she observes, "that these students who need stability most lost two teachers because of the Cleveland Board of Education's mandatory four-month maternity leave policy, particularly when pregnant students are permitted to continue their education." The third teacher hired was notably single.

La Fleur discovered before Christmas 1970 that she was two months pregnant. "I was told," she states, "I would have to abide by the policies in the teacher handbook despite the fact that I never saw a copy and was unaware of the forced unpaid leave rule."

A member of the American Federation of Teachers and its local affiliate, La Fleur first went to the Cleveland Teachers Union for help. "And they were obnoxious as can be," she says. "I went to the union building chairman but he wasn't sympathetic. His attitude seemed to be 'go home and have the baby.' They never asked for teacher support and finally reluctantly filed a grievance, a five-step process. I was hoping to stay in school, and it was obvious that his way I'd lose even if I won. I told them I would go to court if they wouldn't help me but they refused to help me with a lawyer."

Jane Picker of the Women's Law Fund, Inc., represented La Fleur and Elizabeth Nelson, another Ohio teacher, in the U.S. Supreme Court. NEA invested $25,000 and filed briefs at various court levels in their case as well as the Susan Cohen case that was heard jointly by the High Court. Although NEA does not usually support nonmembers, the Association entered both cases because of their nationwide implications for teachers. Observes La Fleur, "I could have never paid for the case myself at a teacher's salary."

Now that La Fleur has won her case and is teaching in the suburban Lakewood school system, the Cleveland Teachers Union, local 279 of the AFT, is tasting "sour grapes," which angers La Fleur because their allegations are incorrect.

Claims a CTU newsletter: "Recent headlines in the newspapers could not capture the complete story concerning maternity leave policies of the Cleveland Board of Education. The teacher involved in the case needlessly went to court. She could have won her case if she had followed the CTU grievance procedure to completion. . . . In CTU conversations with the administration, we had succeeded in getting agreement from the board for an adjustment of this policy and a more flexible arrangement for a teacher to go on maternity leave. Before getting an official answer, the teacher privately contacted a lawyer (without knowledge of the CTU) and had a case filed in court. This interruption of the grievance procedure by a suit delayed a reasonable and immediate solution to the problem. The fact is that the maternity leave policy which the Supreme Court struck down no longer exists due to negotiations with the CTU and changes in the Ohio Revised Code."

Court action was necessary, NEA officials point out, because following a grievance procedure doesn't help unless there is a violation of the contract or policy. Further, the Cleveland school board policy was changed well after La Fleur initiated court action. As her supportive husband Gordon, a former teacher, questions, "If they changed the policy during the court action, why did the school system waste the taxpayers' money fighting it?"

The case is not quite completed. It goes back to the federal district court for settlement. The 73-year-old district court judge who ruled against the teacher in May 1971, saying in court, "You'll get exactly what you deserve, and you don't deserve an injunction," is no longer alive. La Fleur's attorney is requesting legal fees and costs and back pay with interest and lost fringe benefits to cover the remainder of the spring 1971 semester prior to the mid-summer birth plus the entire next semester which she lost because of the system's unconstitutional return policy.

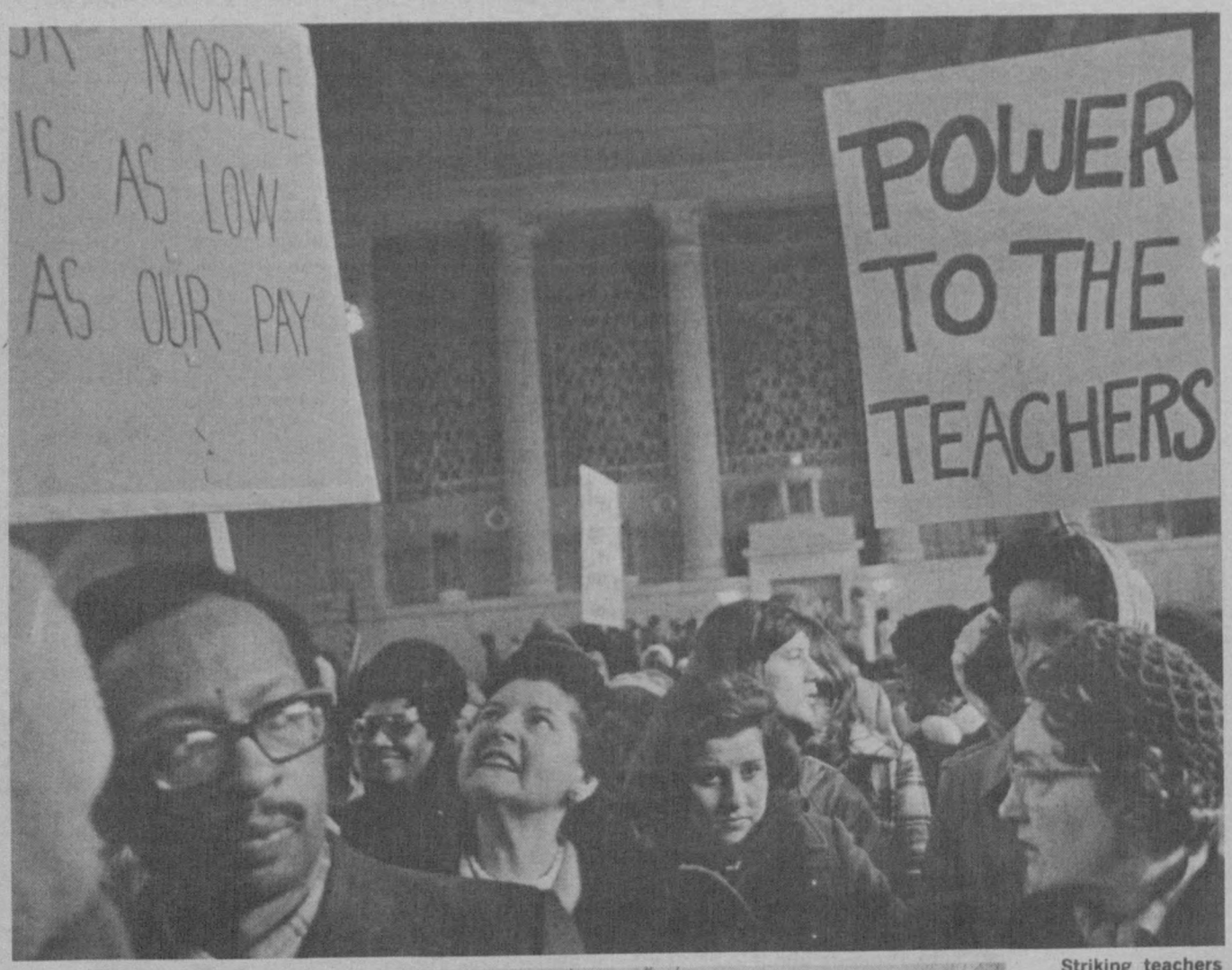
But she was offered a position which she turned down the following semester in Cleveland's most violence-torn school, where a gun had been pulled twice on a large male teacher. "Ironic," she muses, "after I had to leave teaching while pregnant because they were allegedly worried about my safety."

Says the teacher, surveying her rented apartment, "I hope the settlement will help us with the down payment on a house. It's been a long time coming."

"It is appalling that institutions devoted to educating young minds are the victim of small-mindedness."

After a month-long strike

BALTIMORE TEACHERS WIN PACT



Striking teachers converge en masse inside Baltimore's War Memorial.

BALTIMORE—The Public School Teachers Association disbanded picket lines here on March 5 and almost 100 percent of the striking teachers returned to their classrooms in the wake of a month-long strike that crippled the nation's eighth largest school system.

PSTA forces were bolstered by its affiliates, NEA and the Maryland State Teachers Association, which offered counsel, helped negotiate, and supplied other support where needed.

The return to schools by the city's 8,600 teachers was encouraged by Karl Boone, PSTA president, who on March 4 recommended acceptance of an agreement proposed by William J. Usery, Jr., director of the Federal Mediation and Conciliatory Service. Usery, President Nixon's chief labor troubleshooter, entered the negotiations between PSTA and Mayor William D. Schaefer's administration on February 27, the same day a Circuit Court judge imposed $16,000 daily fines against Boone and PSTA, finding them in contempt for continuing an illegal strike.

Usery's proposal includes a 3 percent pay raise this year, a 6 percent increase next year, and an opportunity for teachers to make up for at least 14 of the 21 days' pay lost during the strike.

Though PSTA clearly had not won a "great" contract, most teachers considered the package acceptable.

Some 87 percent of the teachers supported the strike and less than 8 percent of the city's 186,000 students crossed picket lines to enter school buildings. The package won by PSTA includes increased health insurance benefits paid by the city, assurance that PSTA may reopen wage negotiations should other city unions in similar salary ranges settle for more than teachers, a $300,000 tuition reimbursement plan, plus a school supply fund equal to $1.25 per student.

Nonmonetary items won include a teacher grievance clause, due process, discipline procedure, class size reduction plan, a teachers advisory team, a joint program evaluation team, a no-reprisal clause, and reduction of after school meetings.

Members of PSTA, the oldest teacher organization in the United States, voted overwhelmingly to walk out and "close the schools" on February 4. Following months of fruitless negotiations, teachers defied a court injunction their first day out and braved temperatures in the teens to march and picket city schools. They had been without a contract since July.

As the strike continued, Mayor Schaefer's administration countered with demoralizing tactics. Following teachers' rejection of the mayor's "final salary offer" on February 16, the city administration moved immediately to impose daily fines against PSTA and its leadership.

So successful were PSTA's organizational efforts to win support from parents, organized labor, and the general populace that the mayor, apparently running scared from potentially damaging public opinion, persuaded the Circuit Court judge to postpone PSTA's February 22 contempt hearing till February 27. Schaefer publicly called the postponment "a heartfelt and sincere effort to show goodwill."

It was evident, however, that Schaefer's move was dictated by additional pressure from the American Federation of State, County, and Municipal Employees, who had threatened to join PSTA in a general strike.

But not 24 hours after the mayor spoke of sincerity and goodwill, 31 striking teachers were arrested and charged with trespassing for allegedly blocking entrances.

On February 21, teacher tempers flared to new heights as the city put the squeeze on strikers' paychecks. Teachers, all due at least five days' pay, were shocked to disbelief when they picked up their checks. The checks showed full deductions for a two-week period. The city also withheld money from strikers' checks to pay for city contributions to health and welfare plans. Many teachers with a gross pay of $200 for the five days worked before the strike received less than 10 cents in take-home pay. The National Teachers Assistance Fund stood ready, however, and granted over $200,000 in interest-free loans to striking teachers.

Strikers, low on cash and food supplies, formed a wholesale food cooperative. Here, Mike Goldberg makes out a grocery list for strikers.

As the walkout carried over into the fourth week on February 25, five more teachers were arrested that day, including Godfrey Moore, president of the AFT-affiliated Baltimore Teachers Union. Those arrested with Moore were BTU members. Moore provoked arrest the following day also, as he and six others were charged with trespassing. "They (BTU) have been very active in attempting to get recognition through theatrics and playing both sides against the middle," PSTA officials said.

Indeed, at the March 4 ratification rally during Boone's recommendation that teachers accept the federal mediator's proposal, BTU agents commandeered microphones and urged teachers to reject the offer and continue the strike. BTU's emotion-pitched pleas designed to splinter unity were effective at that meeting as 1,799 teachers out of 3,524 voted to reject the proposal. Despite the negative vote, the 5,000 teachers who were not in attendance, those who voted for the pact, and most of those who voted against it heeded PSTA's instructions and returned to their classrooms the following day.

STRIKES CONTINUE, BUT REFORM IS THE ANSWER

WASHINGTON, D.C.— In spite of the Baltimore Public School Teachers Association's settlement of a 9 percent increase in salaries and fringe benefits for this year and next, the disparities between Baltimore city teacher paychecks and their suburban colleagues' are likely to continue until true fiscal reform replaces the self-defeating city property tax system.

Baltimore teachers are not alone, however. Teachers in major cities across the nation continue to subsidize the educational system. As cancerous inflation continues to spread, city teachers find themselves acutely affected as they vie along with other public sector municipal employees for increased salaries from heavily deficient city budgets. Hence, the teachers' fight to catch up with the soaring cost of urban living appears futile.

Why? The demands for noneducational services in the nation's cities compared to suburban and rural areas are extraordinary, according to a National Urban Coalition publication released here last month.

Urban Schools & Finance Reform: Promise & Reality by Callahan, Wilkin, and Sillerman reveals that per capita police expenditures in the nation's 44 largest cities are 53 percent higher than state averages; fire protection services are 91 percent higher; and refuse disposal expenditures are 87 percent greater.

"While central cities in the nation's 36 largest cities allocate 33 percent of their budgets for education, many of their suburban neighbors devote 55 to 60 percent of their local budgets to educational programs," according to the National Urban Coalition. Trying to maintain city services and to meet increased wage demands, city administrations raise property taxes, prompting the continued flight of middle and upper middle income families and taxable property values from city areas.

In light of this chain of events, the National Urban Coalition recommends that city teachers realign their sights from dwindling city coffers and fix their aim on state and financial legislation which would abandon regressive property tax systems through fiscal reform. With 25 percent additional aggregate state aid, National Urban Coalition authors say, expenditures in most cities would be increased by an average of nearly $200 per pupil and tax effort would still be reduced.

NEA recognizes the plight of large urban school systems and is also aware of the pressing need for fiscal reform in public education in all areas of the country. Achievement of NEA's goal of one-third federal financing for public education by fiscal year 1976-77 would help reverse the trend of shrinking educational finances by eliminating a school district's need for total dependency on the local tax base. But the success of NEA's objective depends on direct political involvement of America's educators to elect a pro-education Congress this fall.

NEA already has begun an intensive campaign designed to gain greater membership understanding of the current situation and to enlist strengthened commitment to political involvement.

NEA's campaign is keyed on the theme; "Get Mad . . . It Matters." (See page 11 of this issue.)

Educators have found that another approach to fiscal reform is through the courts. The NEA-affiliated New Jersey Education Association lauded its state Supreme Court last April when it ruled that the system of local funding by property taxation violated New Jersey's Constitutional requirements.

The court upheld a New Jersey Superior Court judge who found in January 1972 that the school financing system "discriminates against pupils in districts with low real property wealth" and "against taxpayers by imposing unequal burdens for a common state purpose."

Parents and students strike up the band in support of PSTA demands. Parents —in 26 buses— also traveled to the state capitol seeking support for Baltimore's teachers. Still more parents picketed city hall, saying they would boycott schools until teachers got a fair settlement.

Two weeks into the strike, soft-spoken PSTA President Karl Boone tells teachers assembled at the civic center, "I think it's time now to take off the gloves, folks, it's open war." Teachers voted 5 to 1 to continue the strike.

NEA ROLLS UP LEAD OVER AFT IN BARGAINING

WASHINGTON, D.C.— NEA has rolled up an overwhelming lead over the American Federation of Teachers, AFL-CIO, in representing teachers at the bargaining table, an NEA survey shows.

Since 1966-67 when NEA made its first survey of teacher contracts with school boards, the number of teacher collective bargaining agreements (the negotiated basis for the contracts) has shot up more than 500 percent. And most of the gain can be credited to NEA.

The new survey, for the 1972-73 school year, covers 3,960 school systems with 1,000 or more pupils enrolled and having some form of negotiated agreement. Of these, 2,556 systems have binding collective bargaining contracts covering nearly 935,000 teachers. The 1966-67 survey showed only 389 contracts covering 208,500 teachers.

Since 1966-67, NEA has gained 22 school systems for each one added by the AFT, and the number of teachers represented by NEA has grown seven times faster than the number under AFT.

The 1972-73 survey reveals that NEA now represents nearly 8 of 10 of all teachers in systems having bargaining agreements. AFT holds less than 1 of 10 systems and 2 out of every 10 teachers represented. In actual numbers, this means that out of about 935,000 teachers in 2,556 systems who are protected by binding agreements, nearly 722,000 teachers in 2,390 systems have gained these protections through NEA clout at the bargaining table. AFT has 128 contracts covering about 205,700 teachers. Fewer than 7,300 teachers in 38 districts are represented by other organizations.

NEA REORGANIZES ITS INSTRUCTIONAL SERVICES

WASHINGTON, D. C.— With a goal of helping teachers "become masters of the instructional program," NEA Executive Secretary Terry Herndon has announced a reorganization of NEA's instructional and professional service programs.

Under the new plan "the creative and development units of NEA will be merged with the delivery systems needed to provide a coordinated development program for members," Herndon explained. Thus NEA's publishing programs, its professional journal, *Today's Education,* and its units for instruction and professional development will be combined and placed under a new leadership team with John D. Sullivan as director and David D. Darland as associate director. These appointments are effective as of April 15.

"Teachers, through NEA, have been making a multi-million dollar effort to advance their professional competence and provide better instructional services to students each year," said Herndon, who began his own education career as a Michigan classroom teacher. "However, the programs have been fractionalized organizationally. Under the new plan, we hope for a streamlined, unified operation."

HEARING HELD ON CHARGE AGAINST FLORIDA LOCAL

WASHINGTON, D.C.— Following through on a charge against the Dade County (Florida) Classroom Teachers Association (DCCTA) filed by NEA Executive Secretary Terry Herndon, the NEA Executive Committee has held a hearing here on the matter. Closing the hearing March 18, NEA President Helen Wise said the Committee would consider all evidence presented, and in accordance with NEA rules, issue a written decision within 45 days.

Herndon's charge alleged DCCTA "has engaged in a willful violation" of a written NEA policy. The charge stated DCCTA violated NEA's New Business Item 52 by entering into a merger with the local AFT affiliate—the Dade Federation of Teachers—to produce a new organization called the United Teachers of Dade, Local 1974, AFL-CIO.

Prior to March 18, DCCTA sought a federal court injunction to prevent the hearing from taking place. However, the court denied the request. At the hearing March 18, DCCTA argued that the policy reflected in New Business Item 52 was undesirable and that it would be to NEA's advantage to allow local and state associations to become affiliated with the AFL-CIO. Principal witnesses testifying in support of this position were Richard Batchelder, executive secretary of the Florida Education Association, and Pat Tornillo, Dade County executive director.

The spokesman for NEA's executive secretary took a contrary position regarding the desirability of New Business Item 52, but argued essentially that this was not at issue in the present proceeding. He pointed out that the desirability or undesirability of New Business Item 52 was debated at length by NEA's highest governing body—the Representative Assembly—and it was not the function of the Executive Committee to "second guess" that body. He contended that New Business Item 52 was a binding NEA policy which must be enforced by the Executive Committee.

TEACHERS RAP ADMINISTRATOR-RUN IN-SERVICE DAYS

WASHINGTON, D.C.— Haphazard, one-shot in-service days planned and run by administrators were vigorously challenged by NEA teachers last month.

In-service education should be planned *with* teachers, not *for* teachers, local and state members from 11 states said at a workshop held as part of an NEA Instruction and Professional Development pilot project that is working toward involvement of practitioners at every level in teacher-centered in-service education.

With the first year behind them, pilot project participants gathered here March 17-19 to exchange experiences, assess problems and needs, and devise strategies. The project is entering Phase II, during which specific teacher-centered programs will be identified.

Given regional differences in needs, procedures, and laws, project participants share these objectives: to enlarge concepts of in-service education *by* and *for* the

Selecting the most effective contract language for negotiation is on the minds of (left to right) IPD Council Chairman Robert Lipscomb, Johnnye Middleton, Jr., and Idella Lohmann, both IPD Council members.

teacher, to clarify state and local association roles in this process, and to blueprint further programs.

NEA, in assisting local associations, has emphasized that a vital teacher-centered program needs three main ingredients. First, instructional and professional development program needs must be set as teachers themselves see them. Second, teachers must continue to exercise the pre-eminent governance role in program determination and staffing, but maintain assurances that financing of in-service education is a public responsibility. Third, since in-service participation needs to be an integral part of every instructional position, participation time should be a part of each teacher's employment.

In-service as it exists ignores these qualities. "Much of what goes on," Roy Edelfelt, IPD professional associate, told workshop participants "is hardly directed at the improvement of instruction or curriculum. It's what college people or state department people decide we ought to have. It takes place usually on the teacher's time and often at his expense. It is forced by local and state regulations rather than determined by need." *But,* Edelfelt added, teachers themselves are beginning to indicate they want and need good in-service education, and this awareness means that teacher organizations are now in a strong position to work for it.

"The rhetoric is moving to in-service education," said Al Schmeider, U.S. Office of Education program specialist. "One of the government's biggest problems in the area of innovations," he explained, "is that until recently most staff development money was put into preservice education. Now we feel enough has been given to that. About two years ago in-service began receiving attention." Schmeider acknowledged that within the broad education picture the power of teacher organizations is growing. "Today is a decade of the teacher," he said.

The use of teacher power to obtain funding was high on the workshop agenda. Robert A. Luke, chairman of the workshop planning committee, stressed that funds for in-service education are presently available in most school districts. The urgent problem is not the lack of funds, he said, but rather the lack of significant involvement of teachers in determining how these funds shall be spent. The central purpose of the NEA IPD Teacher Centered Professional Development program is to ensure significant teacher participation, he said.

Workshop participants had the opportunity to ask about such pressing matters as: how and when to start teacher planning, what strategies to select, what turns a semi-program into a fully functioning activity, how to meet the diverse needs of teachers, how to establish rapport for the program, and how to maintain teacher control over a program that is growing in budget and staff.

Near the top of the participants' concerns was the nuts-and-bolts item of negotiating a contract for in-service education. IPD Professional Associate Dick Mallory supplied items that associations preparing a written agreement might consider: Provisions for teacher accessibility such as special assignment of teachers and use of professional days; cooperative arrangements with other agencies; distribution of program information, whether by telephone, regular bulletins, faculty meetings, or school bulletin boards; as well as identification of staff, space, materials, consultants, substitute teachers, grant aid, expenses for travel and equipment, and any royalties on materials or media developed by teachers within the program.

Contract negotiation strategies were another crucial point. Don Conrad, NEA negotiations program manager, cited three possible postures that a school board might take. The board could bargain, *but* reserve final decision—thereby sidestepping negotiation; or it might flatly refuse to bargain over noneconomic issues, forcing an association to go to court; or the board could indicate a willingness to bargain at the table, and later refuse to implement or enforce the agreement—even going into court to dispute it.

Representatives of two state and nine local associations took part in the workshop. The state associations were Arizona and Oregon; locals were Albuquerque, New Mexico; Boise, Idaho; Des Moines, Iowa; Fairfax, Virginia; Great Neck, New York; Houston, Texas; Los Angeles; Sheridan, Colorado; and Unity, Maine.

On the basis of long-range plans for commitment made during the workshop, the executive committees of the state and local associations will themselves decide the extent and nature of their continued participation in the pilot program.

Robert Frazier, director of professional development, Arizona Education Association, told the workshop that a good in-service education program can begin informally, allow experimentation, and find its way. At right is Phil Gianopulos, AEA president.

No greater need exists today in education than in-service education, USOE Program Specialist Al Schmeider told the workshop. But current expertise and research data should not be forgotten in the rush to upgrade in-service, he added.

Mary Alexander and Olive Covington explain to Jack Porter, Great Neck (New York) Teachers Association, how the D.C.-based Advisory and Learning Exchange handles 500 requests a month for information and materials. Lillian Rabkin, also from Great Neck, takes notes.

NEA PLANS CAMPUSES ABROAD FOR TEACHER SABBATICALS

WASHINGTON, D.C.—By fall of 1975, teachers eligible for sabbatical leave may pursue their educational interests in Europe out of Geneva and London-based NEA campuses.

An International Sabbatical Center, believed to be the first of its kind in the world, is being planned by NEA for a fall 1975 opening in London and Geneva and eventually expanding the center's operations to many parts of the globe. NEA's Board of Directors recently authorized negotiations with College DuLeman in Geneva and Froebel Institute College in London for campus space and facilities. Initially, NEA proposes to lease facilities with an option to buy.

Former NEA Deputy Executive Secretary Allan M. West completed a feasibility study after his retirement in August 1973 that showed overwhelming support for establishing an international center to serve teachers on sabbatical leave. NEA believes it is in a uniquely favorable position to assist teachers and school systems by developing suggested standards, identifying, organizing, and making available resources; and by providing economical and responsible travel opportunities related to the special needs of America's teachers.

"This is an exciting step that may become a historic landmark in education," said NEA President Helen D. Wise. "It is an unexcelled stride in providing in-service education opportunities for many of the 50,000 American teachers on sabbatical at any time. But it is far more. It is not idle talk to assert that this undertaking holds promise for helping undergird world peace as teachers carry back to thousands of classrooms in every state the practical experiences reaped from special contacts with other peoples and cultures."

Pointing to numerous advantages of sites in London and Geneva, West noted that London has "an exceptional concentration of theaters . . . palaces, parks, and docks that would take years to explore." The city's 125 galleries and museums, its variety of general and specialized libraries, provide opportunities for scholars in almost any field of specialization," he added.

Among Geneva's many merits, West said, is its excellent opportunities for foreign language study. "Because of the presence of thousands of foreigners in the international community, it would be difficult to find a city in which a wider variety of languages are spoken, and European countries with other languages and cultures are more easily accessible," he explained. Another advantage, West said, is the International Bureau of Education, which could be used by center participants and which houses "probably the largest English language library on the continent."

Twelve-week courses will be conducted—six weeks in London and six in Geneva. Since a large turnover of participants is expected within each year, several thousand enrollees could be served annually.

The International Sabbatical Center will have a rotating faculty which is expected to include some of the best educators in America and abroad—some of them on sabbatical leaves themselves. NEA will turn to the World Confederation of Organizations of the Teaching Profession, of which it is a member, for suggestions. The Overseas Education Association, an NEA affiliate, also will be relied on.

COURT DIRECTS LANGUAGE STUDY FOR NON-ENGLISH-SPEAKING PUPILS

SAN FRANCISCO—"The right to an equal chance has been guaranteed America's thousands of non-English-speaking children," NEA President Helen Wise said recently. Her reaction followed a U.S. Supreme Court decision mandating compensatory English language study for this city's Chinese-speaking children.

The High Court ruled on January 21 that the San Francisco school system must supply special help to overcome language barriers for its 1,800 non-English-speaking students or jeopardize its federal education aid.

The decision—based on provisions of the Civil Rights Act of 1964 which bar federal aid to school systems which discriminate on the basis of race, color, or national origin—will be of direct significance to 233,000 Asian-American students in the United States. Its greatest impact, however, may be in school systems with large numbers of Spanish-speaking students. There are 2.4 million such students in this country.

NEA and CTA briefs in the case held that the students' right to "equal protection of the laws" had not been satisfied by the school district's providing students "with the same facilities, textbooks, teachers, and curriculum as is provided to other children in the district." The brief noted, however—and the Supreme Court decision corroborated—that relief could be based on the city's failure to correct the results of decades of discrimination against the Chinese without having to grapple with the equal protection issue.

NEA FORMER LOBBYIST DIES

BENNETTSVILLE, SOUTH CAROLINA—James L. McCaskill, an NEA employee for 22 years before his retirement in 1967, died here February 6. He was 72.

At retirement, McCaskill was NEA assistant executive secretary for state and federal relations. He spearheaded the Association's first breakthrough in its fight to gain congressional support for federal aid to public schools. He had also served as assistant director of the NEA Legislative Commission.

NEA CUTS CATALOG PRICES

NEA Economic Services announces price reductions on three popular hand-model Bowmar calculators available through the 1974 Special Offer Program.

By special arrangement with Bowmar, Economic Services has cut $20 off the printed price on Bowmar models MX 75 and MX 50, and $10 on model MX 20. Members ordering calculators through the Special Offer Program are asked to pay only the following new lower prices:

MX 75: $75.74
MX 50: $54.42
MX 20: $38.77

These price reductions are being made retroactive to the start of the current program and refunds are being made to members who made purchases since catalog publication in January.

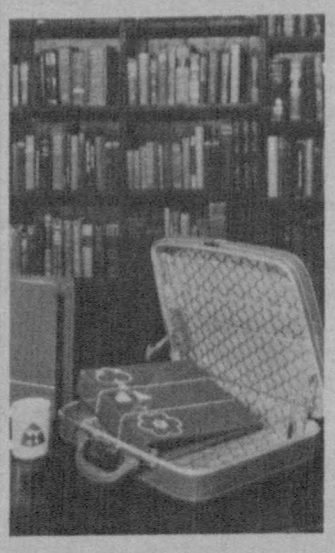
Copies of the 1974 Book and Special Offer Catalog are available from:
NEA Economic Services
Room 404E, at NEA Center.

EXECUTIVE LINE MATERIALS OFFERED

NEA is offering a new high-quality Educator Executive line at a reduced price through volume purchasing. By ordering all of the Educator Executive line at one time, members avoid interest charges, billing, and inventory costs. The NEA membership office will place a single order with its central purchasing agent, Light, Inc., therefore checks should be made to "Light, Inc.," but mailed to NEA.

The line includes: A ring binder designed in red, white, and blue—manufactured of heavy duty 18-gauge, imported, red patent vinyl; a coffee mug; a tablet cover—in the same high quality vinyl as the binder; and an educator's attache—from the Amelia Earhart and Wallstreeter luggage lines but specially designed for teachers (3½" x 14" x 18"; lightweight but durable, available in a variety of colors).

See the March/April issue of *Today's Education* for more details.



- In order to guarantee the price listed, no orders can be accepted after June 1, 1974 • All orders will be shipped before September 1, 1974 • Add $3.00 to cover postage and handling costs • 30-day money-back unconditional guarantee.
- Check color desired:

.....Red .....Light Blue

.....Dark Brown .....Black

- Make check payable to Light Inc.
- Send order and check to NEA, Box 88, 1201 16th St., N.W., Wash. DC

Name .....

Address .....

City ..... State ..... Zip .....

- Sales price $29.00 plus $3.00 postage and handling
- Total enclosed $.....

Get Mad... *It Matters*

A message from NEA President Helen Wise

The federal government spends less than 2¢ of every budget dollar for public elementary and secondary schools . . . 30¢ of each budget dollar goes to defense.

The last year of governmental history has been the darkest in memory. The energy crisis, with its symptoms of skyrocketing prices for gas and oil, lowered thermostats, coats in the classroom, has affected almost every student and teacher in the nation. Teachers everywhere have struggled to cope with the scandal of Watergate—facing schoolrooms of confused and concerned students who posed difficult questions that demand answers.

Inflation gallops along at an annual rate of about 9 percent a year, while oil company profits top the 50 percent mark with each passing quarterly report. Teachers in 47 states, whose raises have averaged only 5 percent, actually lost money for working this year.

In all, this year has been an economic and moral wasteland for Americans, and teachers are high on the list of those suffering most directly from all that has gone wrong.

Now, teachers are mad. As the full impact of what has happened to us this year becomes clear, so too does the direction we must take if we are to reverse this pattern and begin to move forward once more. Make no mistake: There are no options or choices. If teachers do not fight for our students and our profession, the current educational crisis will continue to erode until free quality education is shattered beyond redemption.

We must reorder Congressional priorities by reordering Congress. We must take the time, the money, the organizing effort to elect candidates who are openly for the improvement of education. We must defeat those who oppose our goals.

It is obvious that the present Administration does not consider education a top priority. Therefore, we must elect a Congress this fall with the strength to structure its own priorities—beginning with one-third federal financing of public education.

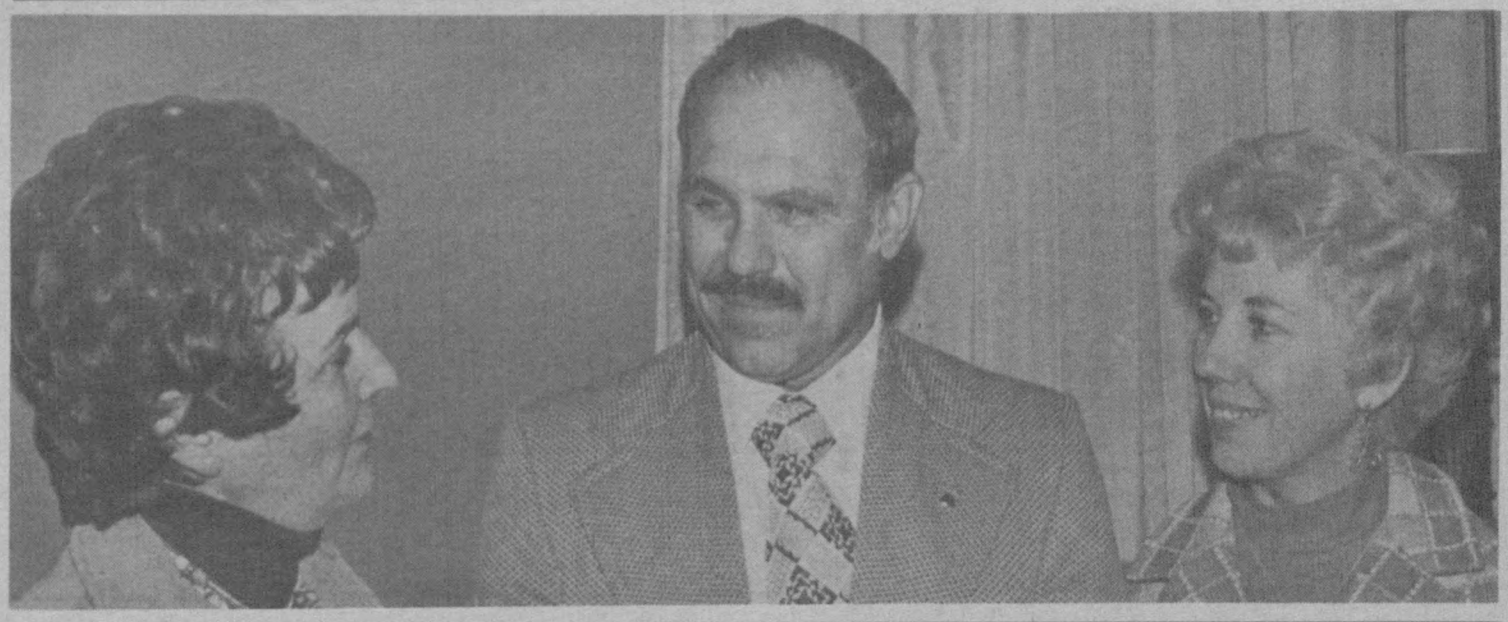
We live in a nation disillusioned by the failure of government to respect the priorities of its constituents. We are all ready for change, and the elections this fall are critical to such change. Our actions in these elections are crucial to the profession. As never before, teachers are in a position to lead the dramatic reshaping of our national goals. If we do not seize the opportunity, others will—and our chance may never come again.

Rhetoric changes little. To be effective, to force constructive change, to liberate education from the shackles of governmental indifference, we must act:

- Put your money where your convictions are. Your state and national Political Action Committees urgently need your financial support. Although fund drives are under way in most states and other states have pledged financial support to NEA-PAC, you may not yet have been contacted directly for a contribution. Therefore, we've placed a coupon on this page. Give . . . it matters.
- Understand your candidates. On the next two pages, you will find the voting records of all Congressmen on educationally important issues. This record includes key roll-call votes taken in the first session of the 93rd Congress. Remember, though, that regardless of a Congressman's record, these selected "right" and "wrong" votes may not indicate his overall attitude toward education. Check more thoroughly for yourself. NEA will publish a more comprehensive voting record for your consideration in the fall.
- Give your time. Consider this: If each of 2 million teachers donated 5 hours of time to candidates, the total would be 10 million hours of effort and commitment to elect friends of education. It is time we went beyond the level of simply entering a voting booth on election time. Time, more than money, is the most valuable commodity we have. Find a candidate worthy of your time, and give that candidate your full support.

Edmund Burke said it well: "All that is necessary for the triumph of evil is for good men to do nothing."

Let's practice what we teach.



NEA President Helen Wise, left, confers with NEA-PAC Chairman Jack Rowe and Vice-Chairman Roberta Hickman on plans for 1974 Congressional campaigns. NEA-PAC, with representatives from NEA and every state association, meets this month on endorsing and funding for candidates in the November elections.

HAVE YOU GIVEN TO NEA-PAC YET?

The nationwide drive to raise funds for NEA-PAC, the Association's political action arm, is under way. Your contribution of $1 or more will help NEA in its campaign to elect a veto-proof 94th Congress.

In most states, local fund drives have been conducted, and some are still in progress. State political action arms have pledged contributions. First installments from pledges already include $8,500 from Minnesota's IMPACE, $7,500 from Illinois's IPACE, and $5,000 from Pennsylvania's PACE.

At the local level, members of the Vashon (Washington) Education Association contributed $1 each, becoming the first local association to report 100 percent participation.

If you haven't been contacted personally and want to help guarantee the success of the NEA-PAC effort, clip and mail the coupon at right with your contribution of $1 (or more if you can afford it).

VOLUNTARY CONTRIBUTION TO NEA-PAC

Mail to NEA-PAC, 1201 16th St. N.W., Washington, DC 20036

This is my contribution to NEA-PAC (check payable to NEA-PAC) ..... $1.00 $..... other.

Name .....

Address .....
(Number) (Street)

City .....
(City) (State) (Zip)

Local Education Association .....

.....
(City) (State) (Zip)

(A copy of our report filed with the appropriate supervisory office will be available for purchase from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.)

LEGISLATIVE REPORT CARD
93rd CONGRESS FIRST SESSION

The voting record shown on these pages is an interim report of positions taken on issues of particular interest to the NEA. This record shows roll call votes in the first session of the 93rd Congress only, and thus reflects action on relatively few aspects of the NEA's legislative program. Because many bills are expected to move in Congress during 1974, the REPORTER will publish a more comprehensive record prior to the November elections.

As you scan the votes of your Congressman and Senators, bear in mind that the number of "rights" and "wrongs" may not necessarily indicate an individual's overall stance on education. To help them make judgments about endorsing candidates, NEA and its affiliated associations are reviewing individual attitudes, taking into account a number of factors, including voting records in previous sessions of Congress and information gleaned from public statements and direct questioning through personal interviews, correspondence, and day-to-day lobbying contacts.

Questions of special interest to NEA are being asked of all incumbents seeking reelection and of all challengers for seats in the 94th Congress (all 435 seats in the House and 34 in the Senate). The questions for candidates include:

- Do you believe that the federal share of public school operating costs should be increased? If so, by how much? *(NEA believes the federal share should be one third.)*
- Do you support the diversion of public school funds to nonpublic schools? *(NEA opposes public funding of nonpublic schools.)*
- Do you believe that future federal support of public schools should be in the form of general aid, to be used in meeting needs identified by state and local government? *(NEA supports general aid, state and local control, and simplifying the administration of categorical aids.)*
- Should teachers have the right to collective bargaining? *(NEA is pressing legislation to guarantee this right.)*

SENATE

R = Right according to NEA position
W = Wrong according to NEA position
NV = Not voting

1. *Vocational Rehabilitation (S 7)* Motion to override President's veto of bill to extend programs. Roll Call No. 77, April 3, 1973. Failed, 60-36, falling short of required two-thirds majority. *NEA supported.*
2. *Voter Registration (S 352)* Motion to close debate on bill to administer voter registration for federal elections through the Postal Service. Roll Call No. 126, May 9, 1973. Passed, 67-32. *NEA supported.*
3. *Impoundment Control (S 373)* Motion to pass Title I of bill to impose Congressional limitations on the power of the President to impound appropriated funds. Roll Call No. 133, May 10, 1973. Passed, 66-24. *NEA supported.*
4. *School Lunch (HR 9639)* Motion to pass Humphrey amendment to increase federal subsidies for school lunches from 8¢ to 12¢. Roll Call No. 410, Sept. 24, 1973. Passed, 52-34. *NEA supported.*
5. *Labor-HEW Appropriations (HR 8877)* Motion to pass bill appropriating fiscal 1974 funds for Departments of Labor and Health, Education and Welfare. Roll Call No. 461, October 4, 1973. Passed, 79-9. *NEA supported.*

	1	2	3	4	5
ALABAMA					
Allen (D)	R	W	W	W	R
Sparkman (D)	R	W	R	W	R
ALASKA					
Gravel (D)	R	R	NV	NV	R
Stevens (R)	W	W	NV	R	R
ARIZONA					
Fannin (R)	NV	W	NV	W	W
Goldwater (R)	W	W	W	W	W
ARKANSAS					
Fulbright (D)	R	R	R	R	R
McClellan (D)	W	W	R	W	R
CALIFORNIA					
Cranston (D)	R	R	R	R	R
Tunney (D)	R	R	R	R	NV
COLORADO					
Haskell (D)	R	R	R	NV	R
Dominick (R)	W	W	W	W	NV
CONNECTICUT					
Ribicoff (D)	R	R	R	NV	R
Weicker (R)	R	W	R	R	R
DELAWARE					
Biden (D)	R	R	R	R	R
Roth (R)	W	W	W	W	R
FLORIDA					
Chiles (D)	R	R	R	NV	R
Gurney (R)	W	W	W	W	R
GEORGIA					
Talmadge (D)	W	W	R	W	R
Nunn (D)	W	R	R	R	R
HAWAII					
Fong (R)	W	W	R	R	R
Inouye (D)	R	R	R	R	R
IDAHO					
Church (D)	R	R	R	R	R
McClure (R)	W	W	R	W	NV
ILLINOIS					
Percy (R)	R	R	R	R	NV
Stevenson (D)	R	R	R	R	R
INDIANA					
Hartke (D)	R	R	R	NV	NV
Bayh (D)	R	R	R	R	NV
IOWA					
Hughes (D)	R	R	NV	R	R
Clark (D)	R	R	R	R	R
KANSAS					
Pearson (R)	R	R	R	NV	NV
Dole (R)	W	W	W	W	R
KENTUCKY					
Cook (R)	W	R	R	R	R
Huddleston (D)	R	R	R	NV	NV

	1	2	3	4	5
LOUISIANA					
Long (D)	R	R	R	NV	R
Johnston (D)	W	R	R	R	R
MAINE					
Muskie (D)	R	R	R	R	R
Hathaway (D)	R	R	R	R	R
MARYLAND					
Mathias (R)	R	R	R	R	R
Beall (R)	W	R	W	R	R
MASSACHUSETTS					
Kennedy (D)	R	R	R	R	R
Brooke (R)	NV	R	R	R	R
MICHIGAN					
Hart (D)	R	R	R	R	R
Griffin (R)	W	W	W	W	R
MINNESOTA					
Mondale (D)	R	R	R	R	R
Humphrey (D)	R	R	R	R	R
MISSISSIPPI					
Eastland (D)	NV	W	R	W	R
Stennis (D)	NV	NV	NV	W	W
MISSOURI					
Symington (D)	R	R	R	R	R
Eagleton (D)	R	R	R	R	R
MONTANA					
Mansfield (D)	R	R	R	R	NV
Metcalf (D)	R	R	R	R	R
NEBRASKA					
Curtis (R)	W	W	NV	W	R
NEVADA					
Bible (D)	R	R	NV	R	R
Cannon (D)	R	R	NV	R	R
NEW HAMPSHIRE					
Cotton (R)	W	W	NV	W	R
McIntyre (D)	R	R	R	W	R
NEW JERSEY					
Case (R)	R	R	R	R	R
Williams (D)	R	R	R	R	R
NEW MEXICO					
Montoya (D)	R	R	R	R	R
Domenici (R)	W	W	W	W	R
NEW YORK					
Javits (R)	R	R	R	R	R
Buckley (C)	W	W	W	W	W
NORTH CAROLINA					
Ervin (D)	R	W	R	W	R
Helms (R)	W	W	W	W	W
NORTH DAKOTA					
Young (R)	W	R	W	W	R
Burdick (D)	R	R	R	R	R

	1	2	3	4	5
OHIO					
Saxbe (R)	W	R	W	W	NV
Taft (R)	W	R	NV	NV	R
OKLAHOMA					
Bellmon (R)	W	R	R	NV	R
Bartlett (R)	W	W	W	W	R
OREGON					
Hatfield (R)	R	R	R	NV	R
Packwood (R)	W	R	R	R	R
PENNSYLVANIA					
Scott (R)	W	W	W	W	NV
Schweiker (R)	R	R	R	R	R
RHODE ISLAND					
Pastore (D)	R	R	R	R	R
Pell (D)	R	R	R	R	R
SOUTH CAROLINA					
Thurmond (R)	W	W	W	W	W
Hollings (D)	R	R	R	R	R
SOUTH DAKOTA					
McGovern (D)	R	R	R	R	R
Abourezk (D)	R	R	R	R	R
TENNESSEE					
Baker (R)	W	W	W	R	R
Brock (R)	W	R	W	W	NV
TEXAS					
Tower (R)	W	W	W	W	R
Bentsen (D)	R	R	R	R	R
UTAH					
Bennett (R)	W	W	W	W	R
Moss (D)	R	R	R	NV	R
VERMONT					
Aiken (R)	R	R	R	NV	R
Stafford (R)	R	R	R	W	R
VIRGINIA					
Byrd (I)	W	W	W	W	W
Scott (R)	W	W	W	W	W
WASHINGTON					
Magnuson (D)	R	R	R	R	R
Jackson (D)	R	R	R	R	R
WEST VIRGINIA					
Randolph (D)	R	R	R	R	R
Byrd (D)	R	R	R	R	R
WISCONSIN					
Proxmire (D)	R	R	R	R	R
Nelson (D)	R	R	R	R	R
WYOMING					
McGee (D)	R	R	R	NV	R
Hansen (R)	W	W	W	W	W

HOUSE OF REPRESENTATIVES

R = Right according to NEA position
W = Wrong according to NEA position
NV = Not voting

1. *Vocational Rehabilitation (HR 17)* Motion to adopt Landgrebe substitute (Administration plan) to restrict extension to three years and otherwise modify committee bill. Roll Call No. 41, March 8, 1973. Rejected, 165-213. *NEA opposed.*
2. *Labor-HEW Appropriations (HR 8877)* Motion to pass Michel amendment to reduce committee version of fiscal 1974 Labor-HEW appropriation bill by $631.6 million. Roll Call No. 291, June 26, 1973. Rejected, 186-213. *NEA opposed.*
3. *Impoundment Control (HR 8480)* Motion to pass

	1	2	3	4	5
ALABAMA					
1. Edwards (R)	W	W	W	W	W
2. Dickinson (R)	NV	W	W	W	W
3. Nichols (D)	NV	R	W	R	W
4. Bevill (D)	R	R	W	R	W
5. Jones (D)	R	R	R	R	W
6. Buchanan (R)	R	W	W	W	NV
7. Flowers (D)	R	R	W	R	W
ALASKA					
AL Young (R)	–	R	W	W	NV
ARIZONA					
1. Rhodes (R)	W	W	W	W	W
2. Udall (D)	R	R	R	R	NV
3. Steiger (R)	NV	NV	W	W	W
4. Conlan (R)	W	W	W	W	W
ARKANSAS					
1. Alexander (D)	R	R	R	R	R
2. Mills (D)	NV	NV	NV	NV	NV
3. Hammerschmidt (R)	R	W	W	NV	W
4. Thornton (D)	R	R	R	R	R
CALIFORNIA					
1. Clausen (R)	W	W	W	R	R
2. Johnson (D)	R	R	R	R	R
3. Moss (D)	R	R	R	R	R
4. Leggett (D)	R	R	R	R	R
5. Burton (D)	R	R	R	R	R
6. Mailliard (R)	W	NV	W	R	R
7. Dellums (D)	R	R	R	R	R
8. Stark (D)	NV	R	R	R	R
9. Edwards (D)	R	R	R	R	R
10. Gubser (R)	W	W	W	W	R
11. Ryan (D)	R	R	R	R	NV
12. Talcott (R)	NV	W	W	R	R
13. Vacancy					

	1	2	3	4	5
14. Waldie (D)	NV	R	R	R	R
15. McFall (D)	R	R	R	R	R
16. Sisk (D)	NV	R	R	R	R
17. McCloskey (R)	R	R	R	R	R
18. Mathias (R)	W	W	W	W	W
19. Holifield (D)	R	R	R	R	R
20. Moorhead (R)	NV	W	W	W	W
21. Hawkins (D)	R	R	R	R	R
22. Corman (D)	R	R	R	R	R
23. Clawson (R)	W	W	W	NV	W
24. Rousselot (R)	NV	W	W	W	W
25. Wiggins (R)	W	W	W	W	W
26. Rees (D)	R	R	R	R	NV
27. Goldwater (R)	W	W	W	W	W
28. Bell (R)	R	W	W	NV	R
29. Danielson (D)	R	NV	R	R	R
30. Roybal (D)	R	R	R	R	R
31. C. Wilson (D)	R	R	R	R	R
32. Hosmer (R)	NV	W	W	W	R
33. Pettis (R)	W	W	W	R	W
34. Hanna (D)	NV	R	NV	R	R
35. Anderson (D)	R	R	R	R	R
36. Ketchum (R)	W	W	W	W	NV
37. Burke (D)	R	R	R	NV	R
38. Brown (D)	NV	R	R	R	R
39. Hinshaw (R)	NV	W	W	W	R
40. B. Wilson (R)	W	W	W	W	W
41. Van Deerlin (D)	R	R	R	R	NV
42. Burgener (R)	R	W	W	W	W
43. Veysey (R)	NV	W	W	R	NV
COLORADO					
1. Schroeder (D)	R	R	R	R	R
2. Brotzman (R)	W	W	W	R	R
3. Evans (D)	NV	R	R	W	R
4. Johnson (R)	W	W	W	R	W
5. Armstrong (R)	W	W	NV	W	W

	1	2	3	4	5
CONNECTICUT					
1. Cotter (D)	R	R	R	R	R
2. Steele (R)	R	R	W	R	NV
3. Giaimo (D)	R	R	R	R	R
4. McKinney (R)	R	R	W	R	R
5. Sarasin (R)	R	R	W	R	R
6. Grasso (D)	R	R	R	R	R
DELAWARE					
AL du Pont (R)	R	R	W	R	R
FLORIDA					
1. Sikes (D)	NV	W	W	NV	R
2. Fuqua (D)	R	R	W	R	R
3. Bennett (D)	W	W	R	W	R
4. Chappell (D)	NV	W	W	R	W
5. Gunter (D)	W	R	NV	R	R
6. Young (R)	W	W	W	W	W
7. Gibbons (D)	NV	R	R	R	R
8. Haley (D)	W	W	R	R	R
9. Frey (R)	W	W	W	R	W
10. Bafalis (R)	W	W	W	W	W
11. Rogers (D)	W	R	R	R	W
12. Burke (R)	W	W	W	R	NV
13. Lehman (D)	R	R	R	R	R
14. Pepper (D)	R	R	R	R	R
15. Fascell (D)	R	R	R	R	R
GEORGIA					
1. Ginn (D)	W	W	W	R	R
2. Mathis (D)	NV	W	W	NV	W
3. Brinkley (D)	W	W	R	R	R
4. Blackburn (R)	W	W	W	NV	W
5. Young (D)	R	R	R	R	R
6. Flynt (D)	W	R	W	W	W
7. Davis (D)	W	NV	R	NV	NV
8. Stuckey (D)	W	NV	R	R	W
9. Landrum (D)	W	W	W	NV	W
10. Stephens (D)	W	R	R	R	W

• Do you support legislation to permit teachers to cross state lines during their working careers without loss of retirement benefits? *(NEA has initiated legislation to ensure the portability of benefits.)*

• Should teachers be eligible for unemployment compensation? *(NEA supports the inclusion of educators in unemployment compensation legislation at the state and federal levels.)*

The continuous monitoring of key record votes by NEA serves the dual purpose of keeping the membership informed of the performance of individual Congressmen and Senators, and notifying incumbents that an alert and informed teaching profession is watching what happens on Capitol Hill.

HOUSE OF REPRESENTATIVES (continued)

Anderson amendment to require both houses to pass resolutions to mandate expenditure of impounded funds. Roll Call No. 378, July 24, 1973. Rejected, 205-206. *NEA opposed.*

4. *School Lunch (HR 9639)* Motion to pass Quie amendment to maintain, rather than increase, 8¢ federal subsidies for school lunches. Roll Call No. 455, Sept. 13, 1973. Rejected, 127-272. *NEA opposed.*
5. *Environmental Education (HR 3927)* Motion to pass Symms amendment to extend programs through fiscal 1974 only. Roll Call No. 549, Oct. 24, 1973. Rejected, 140-252. *NEA opposed.*

	1	2	3	4	5
HAWAII					
1. Matsunaga (D)	R	R	R	R	R
2. Mink (D)	R	R	R	R	R
IDAHO					
1. Symms (R)	W	W	W	W	W
2. Hansen (R)	R	W	W	W	R
ILLINOIS					
1. Metcalfe (D)	R	R	R	NV	R
2. Murphy (D)	R	R	R	R	R
3. Hanrahan (R)	W	R	W	NV	W
4. Derwinski (R)	W	NV	W	W	NV
5. Kluczynski (D)	R	R	R	R	R
6. Collier (R)	NV	W	W	R	W
7. (Mrs.) Collins (D)	–	R	R	–	R
8. Rostenkowski (D)	NV	R	R	R	R
9. Yates (D)	R	R	R	R	R
10. Young (R)	W	W	W	W	R
11. Annunzio (D)	R	R	R	R	R
12. Crane (R)	NV	W	W	NV	W
13. McClory (R)	R	W	W	R	W
14. Erlenborn (R)	R	W	W	W	W
15. Arends (R)	W	W	W	W	W
16. Anderson (R)	W	W	W	NV	NV
17. O'Brien (R)	W	W	W	W	R
18. Michel (R)	W	W	W	W	W
19. Railsback (R)	NV	W	W	W	W
20. Findley (R)	W	W	NV	W	W
21. Madigan (R)	W	R	NV	W	W
22. Shipley (D)	R	R	NV	R	NV
23. Price (D)	R	R	R	R	R
24. Gray (D)	R	NV	R	R	R
INDIANA					
1. Madden (D)	R	R	R	R	R
2. Landgrebe (R)	W	W	NV	W	W
3. Brademas (D)	R	R	R	R	R
4. Roush (D)	R	R	R	R	R
5. Hillis (R)	R	W	W	W	R
6. Bray (R)	W	W	W	W	W
7. Myers (R)	W	W	W	W	NV
8. Zion (R)	W	W	W	W	W
9. Hamilton (D)	R	R	R	R	R
10. Dennis (R)	W	W	W	W	W
11. Hudnut (R)	W	W	W	W	W
IOWA					
1. Mezvinsky (D)	R	R	R	R	R
2. Culver (D)	R	R	R	R	R
3. Gross (R)	W	W	W	W	W
4. Smith (D)	R	R	R	R	R
5. Scherle (R)	R	W	W	W	W
6. Mayne (R)	W	W	W	W	R
KANSAS					
1. Sebelius (R)	W	W	W	W	W
2. Roy (D)	R	R	R	R	R
3. Winn (R)	W	R	NV	R	R
4. Shriver (R)	W	W	W	R	NV
5. Skubitz (R)	W	NV	W	W	W
KENTUCKY					
1. Stubblefield (D)	R	R	R	R	R
2. Natcher (D)	R	R	R	R	R
3. Mazzoli (D)	R	R	R	R	R
4. Snyder (R)	W	W	W	W	R
5. Carter (R)	R	R	W	R	R
6. Breckinridge (D)	R	R	R	R	R
7. Perkins (D)	R	R	R	R	R
LOUISIANA					
1. Hebert (D)	R	NV	NV	R	NV
2. (Mrs.) Boggs (D)	–	R	R	R	R
3. Treen (R)	W	W	W	W	W
4. Waggonner (D)	W	W	W	R	W
5. Passman (D)	NV	W	W	R	R
6. Rarick (D)	W	W	W	W	W
7. Breaux (D)	NV	NV	R	R	W
8. Long (D)	NV	R	R	W	R
MAINE					
1. Kyros (D)	NV	R	R	R	R
2. Cohen (R)	R	W	W	W	W
MARYLAND					
1. Bauman (R)	–	–	–	W	W
2. Long (D)	R	W	R	R	R
3. Sarbanes (D)	R	R	R	R	B
4. Holt (R)	W	W	W	W	W
5. Hogan (R)	R	W	W	W	R
6. Byron (D)	W	W	R	R	W
7. Mitchell (D)	R	R	R	R	R
8. Gude (R)	R	R	R	R	R
MASSACHUSETTS					
1. Conte (R)	R	W	W	W	R
2. Boland (D)	R	R	R	R	R
3. Donohue (D)	R	R	R	R	R
4. Drinan (D)	R	R	R	R	R
5. Cronin (R)	W	R	W	R	R
6. Harrington (D)	R	R	R	R	NV
7. Macdonald (D)	R	NV	R	R	NV
8. O'Neill (D)	R	R	R	R	R
9. Moakley (D)	R	R	R	R	R
10. Heckler (R)	R	R	R	R	R
11. Burke (D)	R	R	R	R	R
12. Studds (D)	R	R	R	R	R
MICHIGAN					
1. Conyers (D)	R	NV	R	R	R
2. Esch (R)	R	R	R	W	NV
3. Brown (R)	NV	R	W	W	NV
4. Hutchinson (R)	W	W	W	W	W
5. G. Ford (R)	W	W	W	W	R
6. Chamberlain (R)	W	W	NV	W	R
7. Riegle (D)	R	R	NV	R	R
8. Harvey (R)	NV	W	W	NV	NV
9. Vander Jagt (R)	R	W	W	R	W
10. Cederberg (R)	W	W	W	W	W
11. Ruppe (R)	R	W	W	R	R
12. O'Hara (D)	R	R	R	R	R
13. Diggs (D)	R	R	R	R	R
14. Nedzi (D)	R	R	R	R	R
15. W. Ford (D)	R	R	R	R	R
16. Dingell (D)	R	R	R	R	W
17. Griffiths (D)	R	R	R	R	R
18. Huber (R)	W	W	W	W	W
19. Broomfield (R)	W	W	W	R	R
MINNESOTA					
1. Quie (R)	R	W	W	W	R
2. Nelsen (R)	NV	W	W	W	R
3. Frenzel (R)	R	W	W	R	R
4. Karth (D)	R	R	R	R	R
5. Fraser (D)	R	NV	R	R	R
6. Zwach (R)	R	W	W	W	R
7. Bergland (D)	R	R	R	R	R
8. Blatnik (D)	NV	NV	R	R	NV
MISSISSIPPI					
1. Whitten (D)	W	R	W	R	R
2. Bowen (D)	NV	W	R	R	R
3. Montgomery (D)	W	W	W	W	W
4. Cochran (R)	W	W	W	W	W
5. Lott (R)	W	W	W	W	W
MISSOURI					
1. Clay (D)	NV	R	NV	R	R
2. Symington (D)	R	R	R	R	R
3. Sullivan (D)	R	R	R	R	NV
4. Randall (D)	R	NV	R	R	R
5. Bolling (D)	R	R	R	R	NV
6. Litton (D)	R	R	R	R	R
7. Taylor (R)	W	W	W	W	W
8. Ichord (D)	W	W	R	W	W
9. Hungate (D)	R	R	R	R	W
10. Burlison (D)	W	R	R	R	R
MONTANA					
1. Shoup (R)	W	W	W	NV	R
2. Melcher (D)	R	R	R	R	R
NEBRASKA					
1. Thone (R)	W	W	W	R	R
2. McCollister (R)	W	W	W	W	R
3. Martin (R)	W	W	W	W	W
NEVADA					
AL Towell (R)	R	W	W	W	R
NEW HAMPSHIRE					
1. Wyman (R)	W	W	W	W	R
2. Cleveland (R)	R	W	W	W	R
NEW JERSEY					
1. Hunt (R)	W	W	W	W	W
2. Sandman (R)	W	W	W	NV	NV
3. Howard (D)	NV	R	R	R	R
4. Thompson (D)	R	NV	R	R	R
5. Frelinghuysen (R)	W	W	W	W	W
6. Forsythe (R)	R	W	W	W	R
7. Widnall (R)	W	R	W	R	W
8. Roe (D)	R	R	NV	R	R
9. Helstoski (D)	R	R	R	R	R
10. Rodino (D)	R	R	R	R	R
11. Minish (D)	R	R	R	R	R
12. Rinaldo (R)	W	R	W	R	R
13. Maraziti (R)	W	R	W	R	W
14. Daniels (D)	R	R	R	R	R
15. Patten (D)	R	R	R	R	R
NEW MEXICO					
1. Lujan (R)	W	W	W	NV	W
2. Runnels (D)	W	R	W	NV	R
NEW YORK					
1. Pike (D)	R	R	R	R	R
2. Grover (R)	W	W	W	R	NV
3. Roncallo (R)	W	W	W	R	W
4. Lent (R)	W	W	W	R	W
5. Wydler (R)	W	W	W	R	W
6. Wolff (D)	R	R	R	R	R
7. Addabbo (D)	R	R	R	R	R
8. Rosenthal (D)	R	R	R	R	R
9. Delaney (D)	R	R	R	R	R
10. Biaggi (D)	NV	R	R	NV	R
11. Brasco (D)	NV	NV	R	R	R
12. Chisholm (D)	NV	R	R	R	R
13. Podell (D)	R	R	R	R	R
14. Rooney (D)	NV	NV	R	NV	NV
15. Carey (D)	R	NV	R	NV	R
16. Holtzman (D)	R	R	R	R	R
17. Murphy (D)	R	NV	R	R	R
18. Koch (D)	NV	R	R	R	R
19. Rangel (D)	R	R	R	R	R
20. Abzug (D)	R	R	R	R	R
21. Badillo (D)	NV	NV	NV	R	R
22. Bingham (D)	R	R	R	R	R
23. Peyser (R)	R	R	W	R	R
24. Reid (D)	R	R	R	R	NV
25. Fish (R)	R	W	W	R	R
26. Gilman (R)	W	W	W	R	W
27. Robinson (R)	W	W	W	W	R
28. Stratton (D)	R	R	W	NV	R
29. King (R)	NV	NV	NV	W	R
30. McEwen (R)	NV	W	W	NV	W
31. Mitchell (R)	W	W	W	R	R
32. Hanley (D)	R	R	R	R	R
33. Walsh (R)	W	W	W	R	W
34. Horton (R)	W	R	W	R	R
35. Conable (R)	W	NV	W	W	W
36. Smith (R)	W	W	W	W	W
37. Dulski (D)	R	R	R	R	R
38. Kemp (R)	R	W	W	W	R
39. Hastings (R)	R	W	W	R	NV
NORTH CAROLINA					
1. Jones (D)	W	W	R	R	W
2. Fountain (D)	W	W	W	R	W
3. Henderson (D)	W	NV	W	R	W
4. Andrews (D)	W	W	R	R	NV
5. Mizell (R)	W	W	W	R	R
6. Preyer (D)	W	R	R	R	R
7. Rose (D)	W	W	R	R	W
8. Ruth (R)	W	W	W	R	W
9. Martin (R)	W	W	W	W	R
10. Broyhill (R)	W	W	W	R	R
11. Taylor (D)	W	W	W	R	R
NORTH DAKOTA					
AL Andrews (R)	W	W	W	R	R
OHIO					
1. Keating (R)	R	W	W	W	R
2. Clancy (R)	W	W	W	W	W
3. Whalen (R)	R	R	R	R	R
4. Guyer (R)	W	W	W	NV	W
5. Latta (R)	W	W	W	R	W
6. Harsha (R)	W	W	W	W	W
7. Brown (R)	W	W	W	W	NV
8. Powell (R)	W	W	W	R	W
9. Ashley (D)	NV	R	R	R	R
10. Miller (R)	W	W	W	W	W
11. W. Stanton (R)	W	W	W	R	R
12. Devine (R)	W	W	W	W	W
13. Mosher (R)	R	W	R	R	R
14. Seiberling (D)	R	R	R	R	R
15. Wylie (R)	W	R	W	R	W
16. Regula (R)	W	W	W	W	R
17. Ashbrook (R)	W	NV	W	W	W
18. Hays (D)	R	R	R	NV	R
19. Carney (D)	R	R	R	R	R
20. J. Stanton (D)	R	R	R	R	R
21. Stokes (D)	R	R	R	R	R
22. Vanik (D)	R	R	R	R	R
23. Minshall (R)	W	W	W	W	R
OKLAHOMA					
1. Jones (D)	R	R	R	W	R
2. McSpadden (D)	R	R	NV	NV	R
3. Albert (D)	–	–	R	–	–
4. Steed (D)	W	R	R	R	R
5. Jarman (D)	W	W	W	W	R
6. Camp (R)	NV	NV	NV	W	W
OREGON					
1. Wyatt (R)	R	W	W	W	R
2. Ullman (D)	R	R	W	R	R
3. Green (D)	W	NV	W	W	NV
4. Dellenback (R)	R	W	W	W	R
PENNSYLVANIA					
1. Barrett (D)	R	R	R	R	R
2. Nix (D)	R	R	R	R	R
3. Green (D)	R	R	R	R	R
4. Eilberg (D)	R	R	R	R	R
5. Ware (R)	W	W	W	W	R
6. Yatron (D)	R	R	R	R	R
7. Williams (R)	W	W	W	W	W
8. Biester (R)	R	R	W	R	R
9. Shuster (R)	W	W	W	W	W
10. McDade (R)	R	W	W	R	R
11. Flood (D)	R	R	R	R	R
12. Saylor (R)	W	W	R	R	NV
13. Coughlin (R)	W	W	W	R	NV
14. Moorhead (D)	R	R	R	R	R
15. Rooney (D)	R	R	R	R	R
16. Eshleman (R)	R	W	W	R	W
17. Schneebeli (R)	NV	W	W	W	W
18. Heinz (R)	R	R	W	R	W
19. Goodling (R)	W	W	W	W	W
20. Gaydos (D)	R	R	R	R	R
21. Dent (D)	R	R	R	R	R
22. Morgan (D)	R	NV	R	R	R
23. Johnson (R)	W	W	NV	R	NV
24. Vigorito (D)	R	R	R	R	W
25. Clark (D)	R	R	R	R	R
RHODE ISLAND					
1. St. Germain (D)	R	R	R	NV	NV
2. Tiernan (D)	R	R	R	NV	R
SOUTH CAROLINA					
1. Davis (D)	R	R	R	NV	R
2. Spence (R)	W	W	W	W	W
3. Dorn (D)	NV	W	R	R	W
4. Mann (D)	W	W	W	R	R
5. Gettys (D)	W	R	R	R	NV
6. Young (R)	W	W	W	W	W
SOUTH DAKOTA					
1. Denholm (D)	R	R	R	R	R
2. Abdnor (R)	W	W	W	R	W
TENNESSEE					
1. Quillen (R)	W	W	W	NV	W
2. Duncan (R)	W	W	W	R	W
3. Baker (R)	W	W	W	W	W
4. Evins (D)	R	NV	R	R	R
5. Fulton (D)	R	R	R	R	R
6. Beard (R)	W	W	W	R	W
7. Jones (D)	R	R	R	R	R
8. Kuykendall (R)	W	W	W	NV	W
TEXAS					
1. Patman (D)	R	R	NV	R	R
2. Wilson (D)	R	R	R	R	R
3. Collins (R)	W	W	W	W	W
4. Roberts (D)	NV	W	R	R	R
5. Steelman (R)	W	W	W	W	R
6. Teague (D)	W	NV	NV	NV	W
7. Archer (R)	W	W	W	W	W
8. Eckhardt (D)	R	R	R	R	R
9. Brooks (D)	R	R	R	R	R
10. Pickle (D)	R	R	R	W	R
11. Poage (D)	W	R	R	R	W
12. Wright (D)	NV	R	R	R	R
13. Price (R)	NV	NV	W	R	W
14. Young (D)	R	R	R	R	R
15. de la Garza (D)	R	R	R	R	W
16. White (D)	R	R	R	R	R
17. Burleson (D)	W	W	W	R	W
18. Jordan (D)	R	R	R	R	R
19. Mahon (D)	W	R	W	R	R
20. Gonzalez (D)	R	R	R	R	W
21. Fisher (D)	W	NV	NV	W	W
22. Casey (D)	W	R	W	R	R
23. Kazen (D)	R	R	R	R	W
24. Milford (D)	W	W	NV	R	W
UTAH					
1. McKay (D)	R	R	R	W	NV
2. Owens (D)	R	R	R	W	R
VERMONT					
AL Mallary (R)	R	W	W	W	R
VIRGINIA					
1. Downing (D)	NV	W	W	R	W
2. Whitehurst (R)	W	W	W	W	W
3. Satterfield (D)	NV	W	W	W	W
4. R. Daniel (R)	W	W	W	W	W
5. D. Daniel (D)	W	W	W	R	W
6. Butler (R)	W	W	W	W	W
7. Robinson (R)	W	W	W	W	W
8. Parris (R)	W	W	W	W	W
9. Wampler (R)	W	W	W	R	W
10. Broyhill (R)	NV	W	W	W	W
WASHINGTON					
1. Pritchard (R)	R	W	W	W	W
2. Meeds (D)	R	R	R	R	R
3. Hansen (D)	R	R	R	R	NV
4. McCormack (D)	R	R	R	R	R
5. Foley (D)	R	R	R	R	R
6. Hicks (D)	R	R	R	R	R
7. Adams (D)	R	NV	R	R	R
WEST VIRGINIA					
1. Mollohan (D)	R	R	R	NV	R
2. Staggers (D)	R	R	R	R	R
3. Slack (D)	R	R	R	R	R
4. Hechler (D)	R	R	R	R	R
WISCONSIN					
1. Aspin (D)	R	R	R	R	NV
2. Kastenmeier (D)	R	R	R	R	R
3. Thomson (R)	W	R	W	R	W
4. Zablocki (D)	R	R	R	R	R
5. Reuss (D)	R	R	R	R	R
6. Steiger (R)	R	R	W	W	R
7. Obey (D)	R	R	R	R	R
8. Froehlich (R)	W	W	W	R	R
9. Davis (R)	W	W	W	W	W
WYOMING					
AL Roncalio (D)	R	R	R	R	R

NEA PROPOSED AMENDMENTS 1974

Amendments proposed to the current bylaws & standing rules and amendments proposed to the new constitution & bylaws

NEA BYLAWS AND RULES COMMITTEE

MR. DALE HUBERS, Iowa, *Chairman*

MRS. HELEN KRAUSE, Nebraska — MRS. DILLON STONE, New Mexico

MR. JUVENTINO GUERRA, Texas — MR. EDWARD G. DICKAU, Ohio

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Submitted at the 1973 Representative Assembly for vote by the 1974 Representative Assembly in Chicago, Illinois

(Deletions are in brackets; additions are italicized)

AMENDMENTS (excerpt from Schedule of Transition)

a. The current NEA Bylaws may be amended at the 1974 Representative Assembly pursuant to the procedures set forth in Article XIV thereof, provided that any such amendment shall be effective only to the extent that it does not conflict with the Schedule of Transition.

b. Amendments to the new NEA Constitution and Bylaws submitted in accordance with Article XIV of the existing Bylaws at the 1973 Representative Assembly may be adopted by a two-thirds (2/3) vote of the 1974 Representative Assembly, pursuant to the provisions of Article XIV of the existing Bylaws.

c. Amendments to the new NEA Constitution and Bylaws may be submitted at the 1974 Representative Assembly pursuant to the procedures set forth in Article XIV of the existing Bylaws. The 1975 Representative Assembly shall vote on such proposed amendments in accordance with the provisions of Article IX of the new Constitution.

d. Beginning with the 1975 Representative Assembly amendments to the new Constitution and Bylaws shall be submitted pursuant to the provisions of Article IX of the new Constitution.

SPECIAL NOTE: TO ASSIST IN THE REVIEW OF AMENDMENTS SUBMITTED AT THE 1973 REPRESENTATIVE ASSEMBLY THE BYLAWS AND RULES COMMITTEE CALLS ATTENTION TO THE SECTION ON AMENDMENTS IN THE SCHEDULE OF TRANSITION ACCOMPANYING THE NEW CONSTITUTION AND BYLAWS ADOPTED BY THE 1973 REPRESENTATIVE ASSEMBLY.

AMENDMENT NUMBER 1

Title: TO SUBSTITUTE A NEW CONSTITUTION AND BYLAWS WITH A REVISED GOVERNANCE STRUCTURE REPLACING ALL EXISTING GOVERNANCE DOCUMENTS, INCLUDING THE CURRENT BYLAWS AND THE CONSTITUTION AND BYLAWS ADOPTED BY THE 1973 REPRESENTATIVE ASSEMBLY.

PROVISOS

1. This Constitution and Bylaws amendment is submitted for consideration by the NEA Representative Assembly in 1974 to replace all then-existing Constitution and/or Bylaws.

2. If adopted, the transition schedule for implementation shall be as follows:

a. The then-existing Constitution and/or Bylaws shall remain in effect until the 1975 Representative Assembly except as the NEA Board of Directors shall otherwise implement in the interim.

b. The NEA Board of Directors shall prepare additional implementation guidelines and recommendations for action by the 1975 Representative Assembly to complete the transition.

c. The annual Convention and Representative Assembly for 1975 shall be called in accordance with the provisions of this new Constitution and Bylaws.

d. The current Standing Rules shall be deemed to be the Standing Rules of the Convention. The Committee on Rules and Bylaws shall recommend the appropriate revisions to be considered as the first item of business of the Annual Convention in 1975.

e. Beginning September 1, 1974 Directors shall be elected by the Representative Assembly. Previously elected Directors shall serve out their elected terms and be eligible for re-election if otherwise qualified and a vacancy exists. Beginning with the 1975 Annual Meeting, the Representative Assembly shall elect six Directors each year in order fully to implement the revised procedure for election of Directors by the time of the 1977 Annual Meeting.

(Amendment Number 1 is not in italics but is a proposed substitute for all existing governance documents.)

PREAMBLE

We, the members of the National Education Association of the United States, in order to provide an organ to serve as national spokesman for education, advance the cause of education for all individuals, promote professional excellence, recognize the primary importance of the classroom teacher, protect the rights of educators and advance their interests and welfare, secure professional autonomy, unite educators for effective political action, promote and protect human and civil rights, and provide the benefits of an independent, united teaching profession, do hereby adopt this Constitution.

ARTICLE I—NAME, GOALS, OBJECTIVES, AND AUTHORITIES FOR GOVERNANCE

Section 1. **Name.** The name of this organization shall be the National Education Association of the United States, hereinafter known as the Association.

Section 2. **Goals and Objectives.** The goals of the Association shall be as stated in the Preamble. The Association shall have all lawful power necessary and proper to take action for the attainment of these goals. The Association may adopt additional objectives from time to time consistent with the Association's basic goals.

Section 3. **Governance.** The Association shall be governed in the following priority order of governance authorities: (1) By its Charter and Constitution; (2) By provisions of the Bylaws; and (3) By actions of its governing bodies.

ARTICLE II—GOVERNANCE BODIES

The Association shall have two types of governing bodies:

(a) **The Policymaking Body,** which shall be referred to herein as the Representative Assembly, shall have composition, powers and duties as set forth in the Bylaws; and

(b) **The Executive Body,** which shall be referred to herein as the Board of Directors.

ARTICLE III—CORPORATE POWERS

The Corporate Powers of the Association, all of which shall only be exercised subject to the Charter, this Constitution, and the Bylaws, in that order of priority, shall be as follows:

(a) To sue and be sued in its own name;

(b) To enter into and perform contracts in its own name, including effective bargaining agreements, provided, however, that no member of the Association shall be individually or personally liable for the debts or liabilities contracted or incurred by the Association in the acquisition of land or leases or the purchase, leasing, designing, planning or architectural supervision, erection, construction, repair, or furnishing of buildings or other structures, to be used for the purposes of the Association, unless such member in a writing signed by him or by his agent assumes such debt or liability, and, provided further, there is no presumption or inference that any member of the Association has consented or agreed to the incurring of any obligation by the Association from the mere fact of joining or being a member of the Association, or signing its bylaws;

(c) To enter into commercial transactions including, without limitation, the right to be a party to negotiable paper, to the issuance or transfer of warehouse receipts, bills of lading, and other documents of title, and to the issuance or transfer of investment securities, subject to the conditions or requirements imposed by law;

(d) To acquire lands or leases and to purchase, lease, design, plan, erect, construct, repair, and furnish buildings or other structures to be used for the purposes of the Association, and to purchase, or otherwise acquire, own, hold, use, exchange, sell, or otherwise dispose of personal property of every kind, nature or description, necessary or convenient for carrying out the lawful purposes of the Association;

(e) To receive gifts of real or personal property in trust or otherwise, and to take real or personal property by testimony or disposition for its own use or in trust to the same extent as a natural person, subject, however, to the laws regulating the transfer of property by Will;

(f) To adopt, alter, or cancel an insignia and to register such insignia, alteration, or cancellation thereof with the appropriate legal authorities as may be required;

(g) To adopt, use, and at will alter, a corporate seal, but failure to affix the seal shall not affect the validity of any instrument;

(h) To adopt, amend, or repeal Bylaws in such manner as may be provided therein; and

(i) Generally to have and exercise all of the rights and powers not conferred on the Association by law but which are necessary in the performance of its corporate tasks and which do not contravene the law or public policy of the United States.

ARTICLE IV—MEMBERSHIP

Section 1. **Membership Eligibility: Rights and Limitations.**

(a) Membership shall be open, within any limitations imposed by the Bylaws, to all persons actively engaged in the profession of teaching or in other educational work or to persons interested in advancing the cause of public education who shall agree to subscribe to the purposes and objectives of the Association, to abide by its Constitution and Bylaws, and to adhere to any code of ethics which may be adopted in accordance with the Bylaws.

(b) Membership in the Association and its affiliates shall not be denied on the basis of race, creed, or national origin.

(c) An application for membership shall be subject to review as provided in the Bylaws or policies adopted in accordance therewith.

Section 2. **Classes of Membership.** Membership in the Association shall consist of a class of active members and such other classes as may be provided in the Bylaws or policies adopted in accordance therewith.

Section 3. **Members' Property Interests.** All rights, titles, and interests, both legal and equitable, of a member in and to the property of the Association shall end upon the termination of his membership for any reason.

ARTICLE V—BOARD OF DIRECTORS

Section 1. **Description.** The governing body for the Association which shall be charged with the proper use of the executive powers shall be known as the Board of Directors.

Section 2. **Composition.** The composition of the Board of Directors shall be as specified in the Bylaws.

Section 3. **Duties and Functions.** The Board of Directors shall function for the Association in exercising the Corporate Powers. It shall be responsible to the Representative Assembly, shall propose the annual Budget, and shall be in charge of the fiscal and personnel management of the Association. Specific restrictions upon these powers, duties and functions may be specified in the Bylaws.

ARTICLE VI—OFFICERS

Section 1. **Description.** The officers of the Association shall be the President, the Vice-President, the Secretary-Treasurer, and the members of the Board of Directors.

Section 2. **Effective Date of Term of Office.** Except when filling an unexpired term of a previous office-holder, officers shall have terms of office beginning September 1 following their election and they shall remain in office until their successors are elected and qualified.

Section 3. **General Provisions.** The Bylaws shall specify details of the following with regard to the officers of the Association:

(a) Term of Office;

(b) Powers and duties; and

(c) The time, manner and procedures for election and recall.

ARTICLE VII—AFFILIATES

Section 1. **Affiliation.** Affiliation shall mean a relationship based on reciprocal contractual agreements and shall continue until the affiliate withdraws or becomes disqualified.

Section 2. **Provisions and Procedures.** The procedures for affiliation and disaffiliation shall be authorized in accordance with provisions of the Bylaws and supplemental policies adopted in accordance therewith.

Section 3. **Classes of Affiliates.** There shall be two classes of affiliates:

(a) The governance class shall consist of state and local affiliates exclusively.

(b) The nongovernance classes shall consist of all other categories of affiliates.

ARTICLE VIII—MERGERS AND JOINT POWERS AGREEMENTS

The Association shall maintain its organizational independence, and any merger or joint powers agreement which leads to any loss of separateness of the organized educational profession in any substantive manner shall be prohibited unless first approved by a vote of the active membership in a Referendum election.

ARTICLE IX—AMENDMENTS TO THE CONSTITUTION

Section 1. **Proposal.** Amendments to this Constitution may be proposed by any of the following:

(a) Majority vote at any meeting of the Representative Assembly;

(b) Two-thirds (2/3) vote at any meeting of the Board of Directors; or

(c) Substantively identical resolutions adopted within a one-year period of time by majority vote of the policymaking bodies of at least a majority of the state affiliates.

Section 2. **Notice to Membership.** Within sixty (60) days after completion of any proposal process, the Board of Directors shall cause publication of the proposed amendment in an official publication circulated to the general active membership.

Section 3. **Submission to Membership.** Within one hundred twenty (120) days after publication, the process of submission of proposed amendments to the membership for approval shall have been completed. The process of submission shall consist of the holding of an election by individual written ballots in which all active members are given a chance to vote. The election shall be conducted by local affiliates under the supervision of the state affiliates.

Section 4. **Adoption.** Amendments to this Constitution shall be considered adopted when approval is given by a majority of the membership voting in the election, provided that approval is also received by a majority vote of those voting in a majority of the state affiliates.

BYLAWS

1. NAME AND OBJECTIVES

1–1. **Name.** These are the Bylaws of

the National Education Association of the United States, known hereinafter as the Association. Provisions of these Bylaws shall be subject to the over-riding jurisdiction of any contrary provisions of the Charter and Constitution.

1–3. **Specific Objectives.** Objectives shall be statements directed toward the achievement of the goals of the Association as contained in the Constitution. The specific objectives of the Association shall be as follows:

a. To improve the democratic structure of the Association to insure the participation of all members, thereby establishing and maintaining an independent self-governing teachers' organization with provision for organizations for all professional educators;
b. To promote continuous improvement of instruction and curriculum;
c. To promote and protect the rights and welfare of the teacher and other professionals within the organization;
d. To advance professional and economic rights and to enhance professional responsibilities in order to further the consistent development and improvement of the profession and its practitioners;
e. To work for broad support of, and for improved attitudes toward, education and the profession by the American people;
f. To secure adequate financial support for public education;
g. To promote the rights and welfare of all students;
h. To develop the maximum potential of all students;
i. To develop and provide leadership in solving social problems; and
j. To protect and support the rights to fairness and due process of members as employees in disputes with employers or with those acting on behalf of employers.

2. MEMBERSHIP

2–1. **Membership Eligibility: Rights and Limitations.**

a. All members shall be eligible to receive special services, to obtain assistance in protection of rights, and to receive the reports and publications of the Association.
b. The right to vote and to hold elective office or appointive position shall be limited to active members, as otherwise provided.

2–3. **Classes of Membership.** There shall be Active and Associate classes of membership in the Association.

a. **Active** membership shall be open to any person who is actively engaged in, or on a limited leave of absence from, professional educational work, who has earned a baccalaureate or higher degree, and who holds a regular legal teaching certificate or a regular vocational or technical certificate. Active membership is limited to any person who actively supports the principles and actions of the Association and maintains membership in the state and local affiliates where eligible. Life memberships previously granted shall carry the same rights, duties and privileges of active memberships during the lifetime of the individuals concerned.
b. **Associate** membership categories shall exist to include retired, student, staff, educational secretary, and other appropriate classifications. The rights and privileges for all categories of Associate members shall be fixed by policies adopted by the Representative Assembly and implemented in the Standing Rules of the Association.

2–5. **Membership Requirements and Dues.** Membership requirements and dues shall be established by policies adopted by the Representative Assembly and implemented in the Standing Rules of the Association. Any increase in dues shall be given prior notice the same as for an amendment to these Bylaws, but shall require only a majority vote for adoption. Dues for categories of membership other than active members may be set automatically as fractional percentages of the dues required for active members.

2–7. **Membership Certificate.** The Executive Director shall furnish each member a membership certificate, declaring him to be a member for the year for which his dues are paid, and to be entitled to all the rights and privileges granted him by the Charter, Constitution, and Bylaws. The Association may make arrangements with state affiliates for the issuance of membership cards, insignia or both. Appeals from the class of membership to which assigned by the Executive Director may be made to the Board of Directors, whose determination shall be final.

2–9. **Membership Year.** The Membership Year shall be from September 1 to August 31.

2–11. **Dues Transmittals.** State affiliates shall be designated as the dues collection and processing agents for the Association. State affiliates shall transmit dues to the Association as received by them pursuant to a schedule mutually agreed upon between the Board of Directors and the authorized officers of the state governance affiliates.

2–13. **Penalties.** Failure of a state affiliate to transmit dues in accordance with the schedule shall be cause for the Board of Directors to suspend representation to the Representative Assembly until delinquencies have been cured, subject to the right of appeal to the Representative Assembly. The Board of Directors shall report annually to the Representative Assembly regarding dues collections and transmittals, and concerning penalties assessed.

3. REPRESENTATIVE ASSEMBLY

3–1. **Composition, Elections.** The Representative Assembly shall be composed of a basic allocation of 500 elected active members, together with additional ex-officio representatives as provided herein. Policies and procedures for the election of representatives in the basic allocation shall be established by the Representative Assembly to insure that voting in the elections for their selection shall take place by secret written ballot on a one-man, one-vote basis either directly by electoral districts or by the representative policymaking body of the state affiliate. Each state affiliate shall conduct the elections for the representatives of its part of the basic allocation and may prescribe such additional elections procedures as may be appropriate for individual states. The terms of representatives in the basic allocation shall be three years and no representative shall serve more than three full consecutive terms.

3–3. **Allocation of Representatives.** Representatives shall be allocated on a proportional basis to state affiliates based on the same percentage of the total of five hundred (500) representatives as the percentage of the total active membership of the Association serviced by the state affiliate, provided that no state affiliate shall be entitled to less than two (2) representatives. Reapportionment shall be made annually by the Representative Assembly, but a loss in the entitlement of a state affiliate shall not result in the cutting short of any elected representative's term of office. The Representative Assembly shall adopt policies to provide that at least seventy-five (75) percent of these five hundred (500) representatives shall be classroom teachers, and further, that the number of representatives from racial and ethnic minorities shall be at least the same percentage of these five hundred (500) representatives as that reflected in the teaching population of the nation.

3–5. **Expenses and Seating of Representatives.** Reasonable costs of travel, lodging and meals shall be provided in the annual Budget for delegates to the Representative Assembly. Procedures for seating of delegates shall be provided in the Standing Rules.

3–7. **Functions and Duties.** The Representative Assembly shall be responsible to the membership for the following functions and duties:

a. Establishment of Association policy and objectives in accordance with the Charter and Constitution, and provisions of these Bylaws;
b. Election of members of the Board of Directors other than the President, the Vice-President, and the Secretary-Treasurer;
c. Fixing of the amount of the annual dues or fees in all categories of membership;
d. Adoption of annual Budget;
e. Concurrence in amendments to the Constitution and these Bylaws where required in the process used;
f. Adoption of such other enactments not in conflict with the Constitution or these Bylaws as may be necessary to achieve the goals and objectives of the Association; and
g. Exercising of final authority in all matters of the Association not otherwise delegated by the Charter and Constitution or these Bylaws.

3–9. **Meetings.** The Representative Assembly shall meet at least twice annually. One such meeting each year shall be designated by the Board of Directors as the Annual Meeting of the Association, to be held in conjunction with the Annual Convention as hereinafter described.

4. ANNUAL CONVENTION

4–1. **Establishment.** There shall be an Annual Convention held in conjunction with the Annual Meeting of the Representative Assembly.

4–3. **Delegates of Governance Affiliates.** States affiliates shall be entitled to one (1) voting delegate for each fifteen hundred (1500) active members of the Association serviced by the state affiliate but in no case less than fifteen (15) delegates. Local affiliates shall be entitled to one (1) voting delegate for each one hundred fifty (150) active members of the Association serviced by the local affiliate or major fraction thereof. Local affiliates not otherwise entitled to representation at the convention may pool their entitlement with other such contiguous local affiliates in order to share a representative.

4–5. **Delegates of Nongovernance Affiliates.** The Representative Assembly shall establish policies for authorization of Convention delegates for nongovernance affiliates. In no case may such delegate authorization ratios exceed those established for state affiliates.

4–7. **Delegates for other than Active Members.** The Representative Assembly shall establish policies for authorization of Convention delegates for categories of membership other than Active members. In no case may such delegate authorization ratios exceed those established for local affiliates.

4–9. **Ex-Officio Delegates.** The members of the Representative Assembly shall be ex-officio delegates to the Annual Convention.

4–11. **Rules of Order.** The Annual Convention shall adopt its own rules of order, which shall be referred to as Standing Rules of the Convention. In all cases not otherwise provided for in such Standing Rules of the Convention, the parliamentary authority established elsewhere in these Bylaws shall apply.

4–13. **Duties and Functions of the Annual Convention.** The Annual Convention shall have the following duties and functions:

a. The election of the President, Vice President and Secretary-Treasurer of the Association.
b. The adoption of resolutions on current educational issues of the day for the consideration of the Representative Assembly, and
c. Other duties and functions to be prescribed within these Bylaws.

5. COMMITTEES

All appointive bodies of the Association, designated by the single term "committee," shall be established and discontinued as directed by policies of the Representative Assembly and provided for in the Standing Rules. All Committees shall consist of at least seventy-five (75) percent classroom teachers. There shall be a minimum of twenty (20) percent ethnic-minority representation.

6. BOARD OF DIRECTORS

6–1. **Composition of Board.** The Board of Directors shall be composed of the President, Vice-President, and Secretary-Treasurer, together with eighteen additional Directors elected by the Representative Assembly. At least fourteen of these additional Directors shall be classroom teachers, and at least four of these additional Directors shall be members of racial and ethnic minorities.

6–3. **Election of Directors.** Election of Directors shall be by written ballot in accordance with procedures to be adopted by the Representative Assembly and implemented in the Standing Rules.

6–5. **Terms of Office.** The term of Directors shall be three (3) years. Directors shall not serve more than two (2) consecutive terms, but shall again be eligible for election following an absence of one (1) term. Directors shall serve staggered terms.

6–7. **Functions, Powers and Duties.** The Board of Directors shall:

a. Assume and maintain control over the daily operation of the affairs of the Association;
b. See that the general policies established by the Representative Assembly are implemented;
c. Exercise the general Corporate Powers of the Association;
d. Have control over the preliminary agenda, time and place of meeting, and recommended list of priorities for the Representative Assembly;
e. Have final appointment authority for all boards of directors of subsidiary and subordinate corporations, and for all committees of the Representative Assembly;
f. Provide for ethnic-minority representation in appointing members of all appointed bodies over which it has direct or final control;
g. Be responsible for the complete fiscal management of the Association within the annual Budget adopted by the Representative Assembly.
h. Propose the annual Budget at the meeting of the Representative Assembly designated as the Annual Meeting of the Association; and
i. Institute such fiscal practices and procedures as are necessary and proper to insure fiscal controls within the general policies adopted by the Representative Assembly.

6–9. **Meetings.** The Board of Directors shall meet at the time of each meeting of the Representative Assembly and additionally as necessary to conduct the business of the Association, but no less than six (6) times a year. Meetings shall be held at such times and places as may be prescribed within the Standing Rules.

6–11. **Ex-Officio Duties.** Directors shall be ex-officio voting members of the Representative Assembly.

6–13. **Receiving and Issuing Financial Reports.** The Board of Directors shall have the authority to require reports from any officer or committee as to financial transactions of any type whatsoever, and shall be responsible for the administration of and the securing of annual audits for all funds belonging to, or being held in trust by, the Association. The Board of Directors shall be responsible for issuing complete annual financial reports to the Representative Assembly and such additional reports as may be required by the Representative Assembly.

6–15. **Executive Committee.** There shall be an Executive Committee. The Board of Directors may delegate such control over the affairs of daily administration of the Association to the Executive Committee as it may see fit. The Executive Committee shall consist of the President, Vice-President, Secretary-Treasurer and such additional Directors as the Board of Directors may select for renewable one-year terms. The total number of Directors serving on the Executive Committee, term of office, and any other restrictions and qualifications shall be provided within the Standing Rules. The Executive Committee shall be fully accountable to the Board of Directors in the performance of all functions assigned to it, whether such assignment of duties is by action of the Board of Directors or otherwise. The Executive Committee shall be considered as the daily administrative arm of the Board of Directors. Compensation of members of the Executive Committee shall be fixed by the Board of Directors but may not be reduced during any given term of office of any member of the Executive Committee.

7. PARLIAMENTARY PROCEDURES AND STANDING RULES

7–1. **Parliamentary Procedure.** The latest edition of "Robert's Rules of Order" shall be the authority governing all matters of procedure not otherwise provided for in the Charter and Constitution, these Bylaws or the Standing Rules for all meetings of the governance bodies of the Association.

7–3. **Standing Rules.** The Board of Directors, by a two-thirds (⅔) vote, shall from time to time adopt, amend, repeal and otherwise institute Standing Rules of the Association for the implementation of the Charter and Constitution, these Bylaws, policies enacted by the Representative Assembly, and the administrative and other corporate functions of the Board of Directors.

8. EXECUTIVE OFFICERS

8–1. **President.** The term of the President shall be two years. He shall be eligible for re-election so as to serve a maximum of two (2) full consecutive terms. The President shall be the chief officer of the Association and, as its policy leader, shall represent the Association as spokesman on matters of policy or assign responsibility for such representation when the Vice-President is not available. The President shall be the presiding officer over the governance bodies of the Association when not reporting to them or participating in their deliberations and shall serve as an ex-officio member without vote on all appointive bodies authorized by either the Representative Assembly or the Board of Directors unless otherwise specified. The President shall perform such additional duties assigned by the Charter and Constitution, the Bylaws, and the Standing Rules. The President shall perform all other duties customarily assumed by the chief officer of an association.

8–3. **Vice-President.** The term of the Vice-President shall be one year. The Vice-President shall act for the President in event of temporary absence, unavailability or disability, and shall also complete any unexpired portion of the term of the President in the event that the President should be recalled or otherwise unable to complete the term.

8–5. **Secretary-Treasurer.** The term of the Secretary-Treasurer shall be two years. The Secretary-Treasurer shall receive and be responsible for the safekeeping and accounting of all funds; keep the official seal of the Association; maintain records of all official meetings of governance bodies of the Association and distribute the minutes of all such meetings other than executive sessions; make annual financial reports as required by the Board of Directors; and perform duties consistent with his position as may be assigned to him by the Board of Directors.

8–7. **Accountability to the Board of Directors.** The Executive Officers of the Association shall be held accountable to the Board of Directors between meetings of the Representative Assembly, and shall perform their duties and functions in substantial conformance with guidelines imposed by the Board of Directors.

8–9. **Replacement in Event of Vacancies.** The Representative Assembly shall adopt policies to govern the interim replacement for vacancies existing between meetings of the Annual Convention in the Offices of Vice-President and Secretary-Treasurer.

9. EXECUTIVE DIRECTOR AND STAFF

9–1. **Executive Director.** The chief administrator of the Association shall be the Executive Director, employed under contract for not more than four years by the Board of Directors. The Executive Director shall:

(a) Be responsible to the Board of Directors for carrying out Association policies with regard to the employment, direction and supervision of all Association staff;
(b) Serve as the channel through which the officers and governing bodies deal with the staff of the Association and through which the Association staff has access to the officers and governing bodies;
(c) Make reports and recommendations to the governing bodies and keep the officers and governing bodies informed on all policy matters; and
(d) Represent the Association as spokesman on matters of established policy when directed by the President, together with performing such other duties as may be provided in the Standing Rules of the Association.

9–3. **Staff.** The Association, by action of the Board of Directors, or, when delegated by the Board of Directors, by action of the Executive Committee, shall employ such additional professional and clerical staff as necessary in order to carry out Association policies. Staff rights and privileges relating to fair-employment practices and other permanent safeguards shall be guaranteed by provisions of the Standing Rules, in addition to employee contract negotiation items.

10. GENERAL FINANCE

10–1. **Fiscal Year.** The fiscal year of the Association shall be September 1 through August 31.

10–3. **Control of Funds.** The Standing Rules shall provide procedures for the control of the General Fund, Capital Improvement Fund, and any other funds belonging to, or being held in trust by, the Association. The Representative Assembly shall adopt any overall policies necessary to give direction to the Board of Directors in fund control and accountability.

11. AFFILIATES AND SPECIAL INTEREST GROUPS

11–1. **Class of Affiliates.** There shall be two classes of affiliates: Governance and Nongovernance.

a. The basic unit of the Governance class for purposes of the Association shall be the state affiliates, through whom the Association may also maintain relationships with local affiliates. Local affiliates shall also be considered as being of the Governance class.
b. The Nongovernance class shall include all other professional and nonprofessional organizations.

11–3. **Rights of Active Members in Governance Affiliates.** Each governance affiliate shall guarantee to every member an open nomination and a secret ballot. No governance affiliate shall deny its active Association members the right

to vote, seek office, or otherwise participate in the affairs of the affiliate, other governance affiliates, or the Association, except as provided in these Bylaws or provisions of the Standing Rules adopted in accordance herewith.

11–5. **Charter of Affiliation.** Affiliates of the Association may be chartered by the Board of Directors of the Association to meet membership needs which are in accord with the objectives of the Association. Where available, state affiliates shall be chartered and the chartering of local affiliates shall be delegated through the state affiliate.

11–7. **State Affiliate.** A state affiliate is the association within each state and the associations representing the District of Columbia, Puerto Rico or other commonwealths, Guam, the Overseas Education Association, and such other comparable associations which meet at least the minimum standards of affiliation. State affiliates and their component local affiliates shall be considered to be governance units. Only one state affiliate shall have a charter to represent the Association within any given geographical area.

11–11. **Nongovernance Affiliates.** The following categories of organization shall meet the standards for nongovernance affiliates in order to secure recognition by the Association:

a. A professional organization which comprises active Association members with a common occupation or subject matter assignment to further specific educational objectives; or
b. Auxiliary and service organizations comprising those Association members, other than active members, with a common interest or occupation.

11–13. **Standards for State Affiliates.** State affiliates shall meet these minimum standards:

a. The affiliate shall have governance bodies divided into two classes similar to those of the Association, namely representative policymaking and executive;
b. The affiliate shall apply the one-man, one-vote concept for representation on all policymaking governing bodies, and shall also provide proportional representation of educators by position (teachers or administrators) in all-inclusive units;
c. The affiliate shall guarantee racial and ethnic minority representation in all governance bodies;
d. The affiliates shall conduct democratic elections with open nominations and a secret ballot; and
e. The affiliate shall adhere to the Code of Ethics of the Education Profession.

11–15. **Standards for Local Affiliates.** Provision for standards for local affiliates beyond those imposed by the state affiliate shall be made in the Standing Rules of the Association.

11–17. **Standards for Nongovernance Affiliates.** Nongovernance affiliates shall meet these minimum standards:

a. The affiliate shall have an interrelationship based on common interests with the Association;
b. The affiliate shall be a self-governing organization with a constitution, bylaws, goals, and objectives which are compatible with those of the Association;
c. The affiliate shall contain at least one hundred (100) members of the Association;
d. The affiliate shall assess its own dues;
e. The affiliate shall adhere to the Code of Ethics of the Education Profession; and
f. The affiliate shall not duplicate Association services.

11–19. **Procedure for Affiliation and Disaffiliation.** The Standing Rules of the Association shall contain the administrative procedures for affiliation and disaffiliation, except that disaffiliation by the Board of Directors shall only follow a hearing before an impartial hearing officer and with the right of appeal to the Representative Assembly.

11–21. **Special Interest Groups.** Any group which organizes for the purpose of influencing the policy and programs of the Association may be recognized as a special interest group under provisions to be set forth in the Standing Rules.

11–23. **Procedure in the Temporary Absence of a State Affiliate.** When there is no state affiliate available for such temporary causes as suspension or revocation of the charter of the governance affiliation for cause, and the Board of Directors has not yet re-established a state affiliate within a given geographical boundary or the process of appeal has not yet been completed to the Representative Assembly, the Association may temporarily assume the role of a state affiliate in providing services to the local affiliates within that geographical boundary.

12. RECALL, INITIATIVE AND REFERENDUM

12–1. **Recall.** The electorate having jurisdiction over the election of any official of the Association shall have recall jurisdiction by a two-thirds (2/3) majority in a secret written ballot, with the exception that the President, Vice-President, and Secretary-Treasurer may be recalled by a two thirds (2/3) vote of the Representative Assembly. Part of the procedure for recall by the Representative Assembly shall include a due-process procedure to be established by policies adopted by the Representative Assembly. Such policies shall include the filing of a petition with the Board of Directors containing the signatures of at least one-fifth (1/5) the current voting membership of the Representative Assembly listing the charges or grievances against the elected official concerned. Publication of the petition to the membership shall follow within ninety (90) days after its receipt, provided the official does not choose to resign, after which the recall vote shall be taken at the next meeting of the Representative Assembly. A hearing of any charges of ethical violation before an impartial hearing body shall also occur prior to the vote in the Representative Assembly. Charges of incompetence need not be so referred, but shall stand or fall on their own merits in the vote posed on the question of recall in the Representative Assembly.

12–3. **Initiative.** Any policy or rule which may be enacted by the Representative Assembly within its authority may also be enacted or overturned by vote of the active membership in an election by written ballot conducted within local affiliates under supervision of the state affiliates. An initiative election for this purpose shall be called upon the filing of an initiative petition based on any of the following:

a. A majority vote taken in the policymaking bodies of a majority of the state affiliates on substantively identical resolutions within a one-year period of time;
b. Resolution of the Annual Convention; or
c. Signatures of at least ten percent (10%) of the active members of the Association contained within at least one-half (½) or more of the state affiliates.

12–5. **Referendum.** The Representative Assembly may at any time refer items to be voted upon by the active members of the Association in the same manner as if an initiative petition had been received. Items to be enacted in this manner cannot be posed in such a way as to exceed the authority which the Representative Assembly would have had to enact such items originally.

12–7. **One-Man, One-Vote Guarantee.** The Representative Assembly shall adopt policies to insure that one-man, one-vote guarantees shall exist in all matters submitted for decision by the active membership by the initiative or referendum process. A majority vote of those voting shall decide all such issues.

13. CODE OF ETHICS OF THE EDUCATION PROFESSION

There shall be a Code of Ethics of the Education Profession which shall be adopted and may be amended by the same process as for amendment of these Bylaws. The Code of Ethics shall not contain provisions which conflict with the Charter and Constitution or these Bylaws, and shall not contain provisions which overlap in specificity of content with the actions normally reserved to the governing bodies.

14. MEMBERSHIP POLICY GUIDE

The Association shall publish annually a Membership Policy Guide, to be made available for easy membership access and reference through all governance affiliates. This Membership Policy Guide shall contain Association policies, including but not limited to the Charter and Constitution, these Bylaws, the Standing Rules, the Code of Ethics of the Education Profession, and other similar documents and resolutions.

15. AMENDMENTS TO THE BYLAWS

15–1. **Proposal of Amendments.** Amendments to these Bylaws may be proposed by either of the following processes:

a. A two-thirds vote of the Board of Directors; or
b. A majority vote of the Representative Assembly at any meeting.

15–3. **Notice Prior to Vote on Adoption.** At least thirty (30) days prior to the meeting at which adoption of a proposed amendment is to be considered, the Board of Directors shall cause publication of the proposal in a journal or other publication distributed to the general active membership.

15–5. **Adoption of Proposed Amendments.** Adoption of amendments to these Bylaws shall require a two-thirds (⅔) vote in a meeting of the Representative Assembly for which the amendments shall have been given the required prior notice.

Submitted by 50 delegates

AMENDMENT NUMBER 2

Title: TO AMEND CERTAIN PROVISIONS OF THE CURRENT NEA BYLAWS REVISING THE PRESENT GOVERNANCE STRUCTURE.

Article I—Membership

Qualifications

Section 1. Any person who is actively engaged in the profession of teaching or other educational work, or [any other person interested in advancing the cause of education] *who is on leave from such position of educational service* shall be eligible for membership in the National Education Association of the United States, hereinafter referred to as the Association. No person, however, shall be admitted to or continued in membership in the Association who attempts to change the form of government of the United States by any means inconsistent with the Constitution of the United States. Any person joining the Association shall agree to subscribe to its purposes and objectives, [and] to abide by the provisions of these Bylaws *and to be bound by and adhere to the current Code of Ethics of the Educational Profession.* An application for membership shall be subject to review, and may be rejected, by the [Executive Committee] *Board of Directors.*

Classifications

Section 2. The membership of the Association shall consist of [nine] *seven* classifications: Active, [Life, Reserve,] Associate, Educational Secretary, [Auxiliary,] Paraprofessional, [Personnel.] Retired, Student, and Survivor.

Active Members

Section 3. (a) Requirements. Any person who is actively engaged in educational work of a professional nature shall be eligible to become an active member of the Association if he (1) has an earned bachelor's or higher degree or holds a regular vocational or technical certificate, and (2) where required, holds or is eligible to hold a regular legal certificate of any kind except an emergency substandard certificate or permit [.] *and* [Beginning with the membership year 1972-73 any active member] must also be, and remain, a member of local and state affiliated associations, where available.

[(b) Continuation of Membership. Any person who was an active member of the Association for the membership year 1963-64 is entitled to continue as an active member of the Association.]

(b) [(c)] Rights. [and Dues.] An active member shall be entitled to receive the Journal of the Association, to vote for delegates to the Representative Assembly, to serve as a delegate to the Representative Assembly, and to hold elective or appointive office. *Life memberships previously granted shall carry with them all rights, duties and privileges of active membership.*

(c) *Annual dues.* Annual dues of active members shall be [$25] *set by the Representative Assembly provided notice has been given during the previous annual Representative Assembly.*

[Life Members

Section 4. Any person eligible for active membership may become a life member upon the payment of an amount in cash equal to 20 times the annual active membership dues, or 22 times the annual active membership dues if paid in equal installments over a period of 10 years, pursuant to regulations adopted by the Board of Directors. A life member shall have all rights and privileges of an active member for life and in addition, shall receive Today's Education, the Research Bulletin, and the annual volume of Proceedings. Any person eligible for associate membership may become an associate life member upon the payment of the same dues as those for active life members, pursuant to regulations adopted by the Board of Directors. An associate life member shall have the rights and privileges of an associate member for life and in addition, shall receive Today's Education, the Research Bulletin, and the annual volume of Proceedings.]

[Reserve] *Associate* **Members**

Section [5] *4.* Any person who has been an active or student member of the Association may, upon request, continue his affiliation as [a reserve] *an associate* member during any period of time in which [his employment status does not qualify him for active membership, or in which] he is employed less than half time as a substitute teacher. *Additionally, any person interested in advancing the cause of education but is not eligible for active membership may become an associate member upon request.* [Any graduate student who is preparing to enter service in higher education on at least a half-time basis and whose principal occupation is that of graduate student may enroll as a reserve member.]

[A reserve member shall have the privilege of requesting automatic transfer to active membership at the time he resumes or assumes active status. A reserve] *An associate* member shall be entitled to receive such publications and services of the Association as may be approved by the Board of Directors. [Reserve] *Associate* members shall not have the right to vote for delegates to the Representative Assembly, to serve as delegates, or to hold elective or appointive office. Annual dues of [reserve] *associate* members shall be one-half those of active members.

[Associate Members

Section 6. Any person interested in advancing the cause of education but who is not eligible for active membership may become an associate member. An associate member shall be entitled to receive the Journal of the Association but shall not have the right to vote for delegates to the Representative Assembly, to serve as a delegate, or to hold elective or appointive office. Annual dues of associate members shall be the same as those of an active member.]

Educational Secretary Members

Section [7] *5.* Any office employee in a public or private school system, college or university, county school unit, state department of education, or an educational organization may become an educational secretary member.

An educational secretary member shall have all the rights and privileges of an active member except the right to vote for delegates to the Representative Assembly, to serve as a delegate, or to hold elective or appointive office.

Annual dues of educational secretary members shall be [$10.] *two-fifths (⅔) that prescribed for active membership.*

[Auxiliary Personnel] *Paraprofessional*

Section [8] *6.* Persons not otherwise identified in these bylaws who are employed in school systems and who directly or indirectly assist the professional personnel to provide improved educational opportunities may become members. Unified membership shall be required where NEA affiliate organizations of [auxiliary personnel] *paraprofessional* have been established on local and state levels.

Such members shall receive all rights and privileges of the Association, *except those of holding office in the Association,* and representation in the Representative Assembly. [They may hold meetings of their own group in conjunction with the Representative Assembly or at a time of their choice.]

Annual dues shall be [$10.] *two-fifths (⅔) that prescribed for active membership.*

Retired Members

Section [9] *7.* Any person who has been an active member of the Association for at least five years immediately prior to retirement may become a retired member. Annual dues of retired members shall be [$2.] *one-fifth (⅕) those of active members.* A retired member shall have all the rights and privileges of an active member.

Student Members

Section [10] *8.* Any student enrolled in a teacher-education program in a college or university may become a Student NEA member by joining a chapter of the Student National Education Association. Annual dues of student members shall be payable to Student NEA in such amounts as may from time to time be established by the Student NEA. A student member shall have all the rights and privileges of an associate member. [A student member may become an associate member upon the payment of the same dues as those for active life membership, pursuant to regulations of the Board of Directors, which membership may be converted to an active life membership when the member fulfills the qualifications for active life membership.]

Survivor Members

Section [11] *9.* Any person who is not otherwise eligible for active membership and who is a surviving spouse of a person who at the time of death was a member of the Association may become a survivor member upon the payment of a single membership fee [of $25.] *equal to one year's annual dues of active membership.* Survivor members shall have the right to continue, where permitted by law and by contract, participation in such member services as were participated in the member at the time of his death and shall be entitled to receive such publications of the Association as may be approved by the Board of Directors. Survivor members shall not have the right to vote, to serve as delegates to the Representative Assembly, or to hold elective or appointive office in the Association.

(Re-number Membership Year Section *12* as Section *10.*)

(Re-number Certificate of Membership Section *13* as Section *11.*)

[Adherence to the Code of Ethics—A Condition of Membership

Section 14. Adherence to the Code of Ethics adopted by the Association shall be a condition of membership. The Committee on Professional Ethics shall after due notice and hearing have power to censure, suspend, or expel any member for violation of the Code subject to review by the Executive Committee. A member may within sixty days after a decision by the Ethics Committee file an appeal of the decision with the Executive Secretary.]

Expulsion and Reinstatement of Members

Section [15] *12.* The [Executive Committee] *Board of Directors* shall have power in *all* cases [other than ethics] to censure, suspend, or expel any member for cause, after due notice and hearing. When a state or local association is expelled, the [Executive Committee] *Board of Directors* shall have the power to censure, suspend, or expel the members of such association. The [Executive Committee] *Board of Directors* shall have the power to review a hearing conducted by the Committee on Professional Ethics *or other appropriate committee or commission,* and to affirm, reject, or modify the decision rendered therein. However, any member who stands convicted by a court learned in the law of a crime involving moral turpitude shall be automatically suspended from membership in the Association. The [Executive Committee] *Board of Directors* shall have the power to reinstate any suspended or expelled member.

(Re-number Cessation of Property Interest Section *16* as Section *13*).

Article II—Officers

Officers

Section 1. The officers of the Association shall be: president, vice-president [(who shall be president-elect and who shall become president after one year's service as president-elect), immediate past president,] *secretary*-treasurer, [executive secretary, deputy executive secretary], *and* Board of Directors [, and Executive Committee]. The officers shall perform the duties which usually devolve upon officers of such an association, together with the duties which are prescribed by the Charter and these Bylaws. The terms of officers shall begin [at the close of the annual session of the Representative Assembly] *on September 1st of each year.*

Article III—Executive Officers of the Association

Composition

Section 1. The executive officers of the Association shall be: president, vice-president, [immediate past president,] *and secretary*-treasurer [and executive secretary].

Selection

Section 2. *The president of the Association shall serve full time; other executive officers shall serve full or part time as authorized by the Board of Directors. Their salaries shall be established by the Board of Directors.*

The *executive officers* [vice-president and treasurer] shall be nominated and elected *annually* by the Representative Assembly in accordance with requirements set forth in the Standing Rules. In the event of the death or incapacity of the [vice-] president *the vice-president shall become president and the Board of Directors shall elect a new vice-president.* [as of the time when he would assume office as president, the Representative Assembly shall select a president to serve in his stead. The executive secretary shall be selected by the Executive Committee in accordance with the provisions of Article V, Executive Committee; Section 3 (i), Election of Executive Secretary.]

Terms of Office

Section 3. The [president and the vice-president] *executive officers* shall be elected for terms of one year *with the limitation of two consecutive terms to any person in any position.* [The president, upon the expiration of his term, shall serve as immediate past president for one year. The treasurer shall be elected for a term of three years. The executive secretary shall be elected for a term not to exceed four years.]

Powers and Duties of the President

Section 4. The president shall preside at all meetings of the Association. He shall perform the duties which usually devolve upon the chief officer of such an association and the duties which are prescribed by the Charter and these Bylaws. He shall be a member ex officio of the Board of Directors, Executive Committee, and all committees of the Association, and shall serve as chairman of the Executive Committee and the Board of Directors. The president shall [appoint] *nominate* the chairman and members of all committees of the Association, and *make nominations to* fill any vacancies except as otherwise provided in these Bylaws and *the* Standing Rules. The president shall appoint annually one member of the Executive Committee (other than treasurer or vice-president) to serve on the Committee on Program and Budget. The program of the annual meeting shall be prepared under his direction *for submission to the Board of Directors for approval.*

Powers and Duties of the Vice-President

Section 5. In the absence of the president at a meeting of the Association, the vice-president shall be the presiding officer. In the absence of both the president and the vice-president, a chairman pro tempore shall be elected. The vice-president shall serve as a member of the Executive Committee and of the Board of Directors. [In the event of a vacancy in the office of president, the vice-president shall become president and shall assume the duties and authority of the office. The vice-president shall be a member of the Committee on Program and Budget.]

[Powers and Duties of the Immediate Past President

Section 6. The president, upon the expiration of his term of office, shall be designated the immediate past president. He shall serve on the Executive Committee for a period of one year, and shall perform such other duties as may be assigned by the president.]

Powers and Duties of the *Secretary*-Treasurer

Section [7] *6. As secretary, he shall be secretary to the Representative Assembly, the Board of Directors, and the Executive Committee. He shall keep a record of stated meetings of the Association.* [The] *As* treasurer *he* shall receive and be responsible for the safekeeping of and accounting of the general funds of the Association. He shall make an annual financial report to the Board of Directors and the Representative Assembly, and such other financial reports as may be required by the Board of Directors [and the Executive Committee]. He shall be a member of the Committee on Program and Budget. He shall perform the other duties required of him [under Article XI, Finance; Section 3 of these Bylaws] *elsewhere in these Bylaws.*

[Powers and Duties of the Executive Secretary

Section 8. The executive secretary shall supervise and coordinate the administrative, financial, and professional activities of the Association, and shall direct its employed staff in accordance with policies and procedures authorized by the Representative Assembly, Board of Directors, and Executive Committee. He shall be secretary of the Representative Assembly, the Board of Directors, and the Executive Committee. He shall keep a record of the proceedings of stated meetings of the Association; notify officers and members of committees, commissions, and councils of their election or appointment; provide assistance to committees, commissions, and councils in connection with their activities; render such reports as may be required by the Representative Assembly, or by the Officers and executive bodies of the Association; be the keeper of the official seal of the Association. The deputy executive secretary shall perform the duties of the executive secretary when the latter is unable to preform them because of absence or death, or when, in the judgment of the Executive Committee, the executive secretary is unable to perform said duties because of illness.]

Removal

Section [9] 7. Any executive officer may be removed according to the following procedure which shall ensure the individual's right to due process.

(a) Removal shall be commenced *either* by petition *or by referral of charges to the Judicial Affairs Subcommittee of the Board of Directors. If by petition, such petition shall be* [or petitions] signed by no less than fifteen percent of the current accredited delegates, [which] *and such* petition or petitions shall be tendered to the [Teacher Rights Committee of the NEA] *Judicial Affairs Subcommittee. If by referral of charges, such charges shall be referred by majority action of the Board of Directors.*

Within five (5) days of such tender *of petition or charges* the [Teacher Rights Committee] *Subcommittee* shall appoint a panel of three (3) special investigators. This investigative panel shall be charged with gathering the necessary evidence, evaluating the evidence, and recommending further appropriate action to the [Professional Rights and Responsibilities Commission] *Judicial Affairs Subcommittee* with thirty (30) days of the investigative panel appointment.

The Judicial Affairs Subcommittee shall review the report and recommendations of the investigative panel, and may modify the recommendations to a lower penalty if it deems appropriate and forward its report to the Board of Directors.

[Upon presentation of the investigative panel's report and recommendation, the Teacher Rights Committee shall submit one of the following three (3) courses of action to the Executive Committee of the NEA. The NEA Executive Committee will then initiate the action.

(a) Call for additional investigation.

(b) Initiate the removal procedure within the guidelines for due process.

(c) Dismiss the charges on the basis of unsubstantial evidence to substain the charges.

If the removal procedure is initiated, the Executive Committee]

(b) *The investigative panel* will assure that [this] *the* officer [will be] *is* granted all elements of due process. The accused officer shall have recourse to fair and equitable procedures, to seek redress for adverse treatment, including the right to the following elements of due process:

[(a)] *(1)* Be immediately appraised of any of his conduct which has been *accused* [determined] to be deficient [and be given an opportunity to correct any such deficiencies before the charges are made].

[(b)] *(2)* Be informed in writing of any charges against him and the grounds and evidence in support thereof when any adverse action is contemplated.

[(c)] *(3)* Be afforded an open hearing, or at the request of the charged party a closed hearing, before [an impartial tribunal] *the investigative panel* within a reasonable time, allowing sufficient time to prepare a defense, when charges are placed against him. [The impartial tribunal will consist of three (3) members, all of whom must be NEA members. One member is to be selected by the accused officer, one member by the Executive Committee of the NEA, the third member will be chosen by the first two members of the panel.]

[(d)] *(4)* Be provided full access to all evidence in his case.

[(e)] *(5)* Require all testimony of witnesses by oath or affirmation.

[(f)] *(6)* Cross-examine all witnesses against him and to present witnesses and other evidence on his own behalf.

[(g)] *(7)* Retain counsel of his own choosing or to defend himself.

[(h)] *(8)* Be afforded compulsory process for obtaining witnesses and other evidence.

[(i)] *(9)* Have evidence restricted to the charges.

[(j)] *(10)* Be provided findings of fact and law by the hearing tribunal.

[(k)] *(11)* Have a stenographic record of the hearing, findings, and decision.

[(l)] *(12)* Appeal to [a clearly designated impartial authority or body] *the Judicial Affairs Subcommittee of the Board of Directors.*

[(m)] *(13)* Be free from coercion or intimidation when he seeks redress or when he testifies or in any way participates in any proceedings, investigation, or hearing on his own behalf or on behalf of others.

(c) Final action on removal or lesser penalty shall be left to the Board of Directors. A two-thirds (⅔) vote shall be necessary for removal.

Article IV—Board of Directors

Composition

Section 1. *a. State Directors.* The Board of Directors shall consist of one [member from] *Director elected by and from the recognized state affiliate for* each state, commonwealth, the Overseas Education Association, and the District of Columbia. [and each such unit shall be entitled to an additional director for each 20,000 or more active and life members of the Association. If such a unit has an additional director or directors, and if on May 31 of each of two consecutive years the Association membership within the unit is less than that required to establish and maintain all of the positions of its state directors, the number of its additional directors shall be reduced according to the membership on the second of such two consecutive years involved, and the terms of office of the excess additional director or directors shall terminate and expire as of the end of the next annual meeting, with the state, commonwealth, the Overseas Education Association, or the District of Columbia, as the case may be, to determine which particular director or directors will be affected by the termination of his or their positions. Directors selected from the states, commonwealths, the Overseas Education Association, and the District of Columbia shall be known as state directors. The president, vice president, immediate past president, treasurer, and other members of the Executive Committee shall be members of the Board of Directors ex officio.] *In addition, each such affiliate shall be entitled to elect one additional Director for each two percent (2%) or major fraction thereof of the Association membership in that state affiliate after the first two percent (2%). The Board of Directors shall prescribe regulations to insure minimum racial and ethnic minority representation from each state affiliate electing three (3) or more Directors.*

b. At-large racial-ethnic minority Director. In addition to the foregoing State Directors, the Representative Assembly shall elect each year the number of at-large racial-ethnic minority Directors required to bring the percentage of the total Directors in such categories at least to twenty percent (20%). No more than one such at-large Director shall be elected from any one state.

Election and Term of State Directors

Section 2. [(a) **Qualifications.** A candidate for the position of NEA director shall meet the qualifications required in Article II, Section 2.

(b)] (a) **Election.** Each state [,] *affiliate* [commonwealth, the Overseas Education Association, and the District of Columbia] shall elect *and may recall* its own director or directors in accordance with [these procedures] *its own governance procedures.* Only NEA members shall participate in the nomination and election of NEA directors. Nominations of NEA directors shall be open, and they shall be elected by secret ballot within their respective states. The NEA director shall be elected *either* by the NEA members who are delegates to the state representative body or by all NEA members in the state. A majority vote of those voting shall be necessary to elect an NEA director. If a second balloting is needed to determine a winner the two candidates with the highest number of votes in the first election shall be the nominees. Results of the election shall be certified by the *appropriate* state [executive secretary] *officers* and submitted to the NEA [executive secretary] *Board of Directors* prior to the annual meeting of the Association. Any question or dispute as to such election shall be presented in writing by the aggrieved and shall be decided by the state affiliates subject to the right of appeal by the aggrieved to the [Bylaws and Rules Committee] *Board of Directors* which shall *name the committee, commission or other agency to* hold a hearing and make a recommendation to the Board of Directors for its determination.

(b) [(c)] **Terms.** The term of state directors shall be for three years except that when a state *affiliate* [state, commonwealth, the Overseas Education Association, or the District of Columbia] qualifies for more than one state director, [the] *that* state [delegation] *affiliate* may establish a first term of less than three years to prevent simultaneous terms. Members of the Board of Directors may not serve more than [three (3)] *two (2) terms and no person shall be elected to any position which shall cause his total service on the Board in any capacity to exceed ten (10) years.* [If the position of an additional director is initially filled for a term of less than three years, the state, commonwealth, the Overseas Education Association, or the District of Columbia shall be entitled to elect the same or another person for the unused portion of the three-year position.] All terms shall begin *on September 1st of the year of election except when elected to fill an unexpired term.* [as of midnight on the day of adjournment of the Representative Assembly. The nominees shall be specifically designated according to position and term of office at the time of their nomination.]

(c) [(d)] **Vacancies.** Vacancies arising in the office of state director shall be filled *by the state affiliate for state Director and by the Board of Directors for at-large racial-ethnic minority Directors* [upon recommendation of the state association by the Board of Directors when in session, or when not in session, by the Executive Committee]. Terms of persons filling vacancies *by appointment in lieu of the regular elective procedures* shall extend to the first opportunity that a successor director may be elected in accordance with the regular election procedure. *Terms shall expire on August 31 of the year of expiration of the term provided the successor has been duly elected and qualified where a successor is authorized. In the event that a loss in percentage of membership results in a lesser entitlement to a state affiliate than the Directors currently serving, the state affiliate shall hold a runoff election at its next regular time of annual elections to determine which Director(s) shall continue to serve.*

Meetings

Section 3. The Board of Directors shall meet in connection with the annual session of the Representative Assembly, and [may hold] *shall meet additionally at least quarterly. It may hold* other meetings at such times and places as may be determined by the president or by a majority of the members of the Board. Due notice of all meetings shall be given in advance of the meeting dates. *Special meetings shall be called upon ten (10) days notice by the President or upon request by one or more Directors from each of at least a majority of the state affiliates.* Elected members from 25 states, commonwealths, the Overseas Education Association, and the District of Columbia shall constitute a quorum. The Board shall be empowered to enact rules and procedures governing the conduct of its meetings.

Powers and Duties

Section 4. (a) **General.** The Board of Directors shall have such powers and shall perform such duties as are prescribed in the Charter and these Bylaws. Subject in all respects to the authority and direction of the Representative Assembly, it shall have in charge the general policies and interests of the Association [,] [except those entrusted to the Executive Committee.] Based upon Association goals adopted by the Representative Assembly, the Board of Directors shall have the annual responsibility of adopting Association objectives and priorities. It shall be the duty of each state director to promote the program of the Association within his own state, commonwealth, the Overseas Education Association, or the District of Columbia, and, to this end, to develop and maintain cooperation of state and local associations affiliated with the NEA.

[(b) **Election of members of the Executive Committee.** The Board of Directors, at its first meeting following the annual meeting of the Association, shall elect members from the Board of Directors to the Executive Committee for terms of two years, as required in Article V, Section 1, of these Bylaws. It shall fill any vacancy arising in the foregoing categories for the unexpired term.]

[(c)] *(b)* **Annual Meeting.** The Board of Directors shall determine the time and place and approve the program of the annual meeting of the Association, [after due consideration of recommendations made by the Executive Committee in accordance with the provisions of Article VI] *insuring that no meeting is scheduled at any place where any delegate or delegates are likely to experience discriminatory treatment.*

[(d)] *(c)* **Preparation of Annual Budget.** The Board of Directors shall [elect four members (who shall not be members of the Executive Committee) from among its membership to serve with three members representing the Executive Committee on the] *appoint members to the* Committee on Program and Budget *not prescribed elsewhere within these Bylaws.* With the advice and assistance of the executive secretary, the Committee shall prepare and present a budget for the Association [, as provided in Article XI, Section 6, of these Bylaws] *for the consideration of the Board of Directors.*

[(e)] *(d)* **Other Fiscal Powers.** The Board of Directors shall have power to determine fiscal policies and procedures governing the administration of the General Fund, except as otherwise provided in these Bylaws. In the event of a surplus in the General Fund at the close of the fiscal years, the Board of Directors, after due consideration, shall have power to make disposition of such surplus. [Upon recommendation of the of the Executive Committee,] The Board of Directors may recommend to the Representative Assembly expenditures from the principal of the permanent Fund, as provided in Article XI, Section 4. The Board of Directors shall review and transmit the reports of the financial condition of the Association to the Representative Assembly at its annual meeting, including the reports of the treasurer and the auditor. In addition, as of the close of the membership year, the Board of Directors shall transmit copies of these reports, or a summary of them in a form approved by the Board of Directors, to active members of the Association, to members having the rights and privileges of active members, and to such other members as the Board of Directors may determine. *The Board of Directors shall assume and maintain control over the fiscal affairs of the Association in all matters between meetings of the Representative Assembly.*

[(f)] *(e)* **Reports and Recommendations.** The Board of Directors shall establish policies governing the publication of reports and proceedings of the Association. It shall receive, consider, and publish the annual reports of the executive secretary, the treasurer, and the committees, commissions, and councils, and transmit the same with recommendations to the Representative Assembly. It shall outline requirements for affiliation and devise procedures for the censure, suspension, or reinstatement of an affiliated association, and shall submit them to the Representative Assembly for appropriate action. It may recommend to the Representative Assembly the creation or discontinuance of any committee, commission, council, or department. It may submit to the Resolutions Committee of the Representative Assembly such proposals as it deems to be in the interests of the Association.

[(g)] *(f)* **Conduct of Directors.** The Board of Directors shall have the power to adopt policies governing the conduct of *the Board of Directors and Executive Officers* [its members] *in the performance of their duties,* and to take disciplinary action against any members who violate said policies.

Article V—Executive Committee

Composition

Section 1. The Executive Committee shall consist of [10 members: president, vice-president, immediate past president, treasurer, two members elected by and from the Board of Directors, at least one of whom shall be a classroom teacher, for terms of two years, one to be elected each year; and four members elected at large by the Representative Assembly, at least two of whom shall be classroom teachers, two to be elected each year] *the three executive officers and such additional Directors as may be elected each year for a one (1) year term by the Board of Directors. Such additional members shall not be elected so as to cause any state affiliate to have more than one (1) Director serving on the Executive Committee. At least twenty (20) percent of the members of the Executive Committee shall be members of racial/ethnic minorities. At least eighty (80) percent of the members of the Executive Committee other than the Executive Officers shall be classroom teachers.* A member of the Board of Directors elected to the Executive Committee shall cease to be a member of the Executive Committee upon the expiration of his terms as *Director.* [state director. Members of the Executive Committee shall be members ex officio of the Board of Directors. Members of the Executive Committee shall not hold office for more than three (3) elected terms.]

Section 2. *Within provisions of policies adopted by the Board of Directors,* [T] the Executive Committee shall hold meetings at such times and places as may be necessary for the proper conduct of its business and shall be empowered to enact rules and procedures governing the conduct of its meetings.

Powers and Duties

Section 3. [(a) General.] The Executive Committee shall represent and act for and on behalf of the Board of Directors on all matters affecting the general policies and professional interests of the Association between meetings of the Board of Directors *within specific delegation of powers authorized by the Board of Directors, and any actions taken by the Executive Committee within such grants of powers shall be treated the same as if taken by the Board of Directors.* [Based on Association goals adopted by the Representative Assembly, the Executive Committee shall have the annual responsibility of developing proposed Association objectives for presentation to the Board of Directors.

(b) **Admission, Expulsion, and Reinstate-**

ment of Members. Application for membership in the Association shall be subject to review and may be rejected by the Executive Committee. The Executive Committee shall have power to censure, suspend, expel, or reinstate members pursuant to the provisions of Article I, Sections 13 and 14.

(c) **Admission, Expulsion, and Reinstatement of Affiliates.** Application for affiliation shall be submitted to the Executive Committee for approval or disapproval. The Executive Committee shall have power to censure, suspend, expel, or reinstate an affiliate pursuant to procedures adopted by the Representative Assembly.

(d) **Annual Meeting of the Association.** The Executive Committee shall make recommendations to the Board of Directors as to the time and place of the annual meeting of the Association, pursuant to the provisions of Article VI of these Bylaws.

(e) **Fiscal Powers.** Pursuant to policies adopted by the Board of Directors, the Executive Committee shall be responsible for the distribution of unallocated items authorized in the annual budget adopted by the Representative Assembly. It shall require adequate bonds of the executive secretary, treasurer, and such other fiscal officers as it shall determine. The Executive Committee shall administer such fiscal functions as may be approved by the Board of Directors and shall be authorized to make specific provision from NEA funds to safeguard the state program in any jurisdiction having unified dues where an increase in dues would work unusual hardship.

(f) **Preparation of Annual Budget.** Three members of the Executive Committee (vice-president, treasurer, and one other appointed by the president) shall serve with four members elected from the Board of Directors on the Committee on Program and Budget which, with the advice and assistance of the Executive Secretary, shall prepare and present a budget for the Association as provided in Article XI, Section 6, of these Bylaws.

(g) **Control of Permanent Fund.** The Executive Committee shall have charge of the Permanent Fund of the Association and shall provide for the safekeeping and investing of said Fund, and for all accretions which the Association may receive by donation, bequest, transfer, or devise for deposit in the Permanent Fund.

(h) **Financial Report.** The Executive Committee shall make a full report of the condition of the Permanent Fund of the Association to the Board of Directors at the first regular meeting of the Board held in connection with the annual meeting of the Association.

(i) **Appointments and Vacancies.** The Executive Committee shall select members of commissions and councils of the Association, except as otherwise provided in these Bylaws or by the Representative Assembly. Except as otherwise provided in the Charter, these Bylaws, or by the Representative Assembly, the Executive Committee shall be authorized to fill all vacancies occurring in the body of officers, commissions, councils and special committees of the Association. The terms of persons filling such vacancies shall be for the unexpired term. A vacancy in the office of the immediate past president and the resulting vacancy in the Executive Committee shall not be filled. If a vacancy occurs in the office of the vice-president the person filling such vacancy shall not thereby become president-elect.

(j) **Election of Executive Secretary.** The Executive Committee shall elect the executive secretary of the Association for a term of office not to exceed four years and shall fix his compensation.]

Section 4. Compensation. The Board of Directors shall fix the compensation for members of the Executive Committee, provided that the compensation shall not be decreased for any person during any given term of service.

(Remove Section 8 of Article III in its entirety and designate it, as amended, as Article VI; Renumber present Articles VI through XIV consecutively as VII through XV, consecutively.)

Article VI—Executive Director and Staff [Powers and Duties of the Executive Secretary]

[Section 8.] *a.* The executive [secretary] *director* shall supervise and coordinate the administrative, financial, and professional activities of the Association, and shall direct its employed staff in accordance with policies and procedures authorized by the Representative Assembly [,] *and the* Board of Directors [and the Executive Committee. He shall be secretary of the Representative Assembly, the Board of Directors, and the Executive Committee.] He shall [keep] *assist the Secretary-Treasurer by keeping* a record of the proceedings of stated meetings of the Association; notify officers and members of committees, commissions, and councils of their election or appointment; provide assistance to committees, commissions, and councils in connection with their activities; render such reports as may be required by the Representative Assembly, or by the officers, and executive bodies of the Association; *and* be the keeper of the official seal of the Association. [The deputy executive secretary shall perform the duties of the executive secretary when the latter is unable to perform them because of absence or death, or when, in the judgment of the Executive Committee, the executive secretary is unable to perform said duties because of illness.]

b. The Board of Directors shall be responsible for employment of the Executive Director by a contract not to exceed four (4) years and for the fixing of his compensation, evaluation, replacement and dismissal including adequate due process procedures.

c. Additional staff shall be employed in accordance with policies adopted by the Board of Directors. There shall be no discrimination because of race, creed, national origin, or sexual orientation. There shall be adequate due process procedures for dismissal, including prior written evaluations and an opportunity to correct noted deficiencies prior to any final dismissal action.

Article VII—Annual Meeting

Time and Place

Section 1. There shall be an annual meeting of the Association at the time and place to be determined by the Board of Directors, [after due consideration of recommendations made by the Executive Committee,] provided, however, [that the Executive Committee shall recommend and] the Board of Directors shall select only those places where it is possible to provide a maximum degree of equality for the housing, feeding, seating at meetings, and for the general welfare of all members of the Association. [During an emergency, the Board of Directors may postpone the annual meeting until such time as the emergency no longer exists. In the event of such postponement of the annual meeting, all officers, members of boards, committees, commissions, and councils authorized by these Bylaws shall remain in office until the close of the next annual session of the Representative Assembly.]

Representative Assembly

Section 2. The annual meeting of the Association shall include the session of the Representative Assembly.

Program

Section 3. The program shall be prepared under the direction of the president of the Association *subject to modification and final approval of the Board of Directors.*

Article VIII—Representative Assembly

Composition

Section 1. The Representative Assembly shall consist of delegates selected by state and local affiliates of the Association as provided in Sections 4 and 5 of this Article. The president, vice-president, immediate past president, *secretary*-treasurer, executive [secretary] *director*, members of the Board of Directors, [and the Executive Committee.] the president or one other elective officer of each department and national affiliate of the Association, the chairman of each NEA committee, commission, and council, and the United States Commissioner of Education shall be ex officio delegates.

Qualifications and Voting Rights

Section 2. Only those having the rights and privileges of active members of the Association shall be eligible to serve as delegates or as ex officio delegates. Upon proper certification all delegates shall have equal rights and each shall have one vote.

Powers and Duties

Section 3. The Representative Assembly shall be the legislative and policy-forming body of the Association. It shall have power to elect the officers of the Association, adopt the annual budget, act on the annual reports, approve resolutions and platforms, and following consideration of the advice and recommendation of the Board of Directors may create and discontinue committees, commissions, councils, departments, national affiliates, and associated organizations and shall adopt procedure to be followed in disqualifying, censuring, or reinstating an affiliate. The Representative Assembly shall be the final judge of the qualifications of delegates, and of the requirements determining the eligibility for affiliation with the Association. The Representative Assembly shall have the responsibility of adopting the Association goals. It shall have the power to approve amendments to or revisions of the Bylaws as provided in Article XIV of these Bylaws, and shall adopt Rules Governing the Annual Meeting. It may conduct any other business of the Association and shall be the final authority in all matters not otherwise specified in these Bylaws.

State Delegates

Section 4. *There shall be a total of one thousand (1,000) state affiliate delegates to the Representative Assembly.* Each affiliated state, commonwealth association, the Overseas Education Association, and the District of Columbia shall be entitled to select from its own membership [one state delegate and one alternate to the Representative Assembly for each 100 of its members, or major fraction thereof, who are active or life members of the Association, up to and including 500 members. An association shall be entitled from its own membership to one delegate and one alternate for each additional 500 such members or major fraction thereof] *who are members of the Association the number of delegates authorized by its share of these delegates, computed by the ratio obtained by comparing the number of Association members who are members of the state affiliate with the total number who are members of the Association. Major fractions shall be rounded upwards.* State associations must transmit to NEA 40 percent of NEA dues *received* by March 1 and 70 percent of NEA dues *received* by June 1 or the delegates of that state shall not be seated in the NEA Delegate Assembly at the annual meeting. [Delegates and alternates from states requiring both NEA and state association membership of delegates to the state's representative assembly must be members of both the state association and the NEA.]

Local Delegates

Section 5. *There shall be a total of four thousand (4,000) local affiliate delegates to the Representative Assembly. Each affiliated local association shall be entitled to select from its own membership who are members of the association the number of delegates authorized by its share of these delegates, computed by the ratio obtained by comparing the number of Association members who are members of the state affiliate with the total number who are members of the Association. Major fractions shall be rounded upwards. Where two or more contiguous local associations wish, they may combine authorizations in order to gain entitlement for representation.* [one local delegate and one alternate to the Representative Assembly for each 100 of its members, or major fraction thereof, who are active or life members of the Association. When there are two or more associations in a single local, regional, or state unit to which professional educators belong, each member of such associations shall indicate the one association which is to be credited with his NEA membership for delegate purposes.] A local association may retain or transfer its NEA delegate representation to the state education association and may designate the type of representation the state shall select. [Delegates and alternates from states requiring both NEA and state association membership of delegates to the state's representative assembly must be members of both the state association and the NEA.]

Section 6. Other delegates, departments, national affiliates, associated organizations, and retired teachers shall be entitled to delegates on the same numerical basis as state affiliates. Student NEA shall be entiled to one delegate per state to be seated with the delegation from their state.

Selection of Delegates

Section [6.] *7.* The procedure for the selection of delegates in a state or local affiliated association shall be determined by the [active, life and retired Association members in] *governance procedures of* the affiliate.

Apportionment of Delegates

Section [7.] *8.* Apportionment of delegates to the Representative Assembly shall be based on the number of active, life, and retired members of the association in the respective affiliates as of [May 31] *March 15* of the current year. The executive secretary shall notify all state and local affiliates as to the number of delegates to which they are entitled *by May 1st of each year.*

Seating and Quorum

Section [8.] *9.* The Representative Assembly shall adopt procedures for the proper seating of delegates, alternates, and nondelegates. A majority of the accredited delegates, representing not less than 25 states, commonwealths, the Overseas Education Association, and the District of Columbia whose delegates have been seated, shall constitute a quorum for the transaction of business.

Funding

Section 10. The Association shall reimburse state and local affiliates and other delegates pursuant to Article VIII Section 6 for fifty percent (50%) of reasonable costs of food, lodging and transportation, and shall reimburse the total such reasonable costs for all other delegates.

Article IX—Standing Committees, Joint Committees, Commissions, and Councils

Establishment

Section 1. Following consideration of the advice and recommendation of the Board of Directors, *the Representative Assembly shall prescribe procedures to be followed by the Board of Directors in establishing or discontinuing* standing committees, joint committees, commissions, and councils [may be established and discontinued by the Representative Assembly].

Programs and Activities

Section 2. The programs and activities of committees, commissions, and councils shall be subject to policies set forth by the Representative Assembly, and to such interpretations of these policies as may, from time to time, be developed by the Board of Directors. The executive [secretary] *director* shall be responsible for coordinating the staffs of committees, commissions, and councils in order to achieve a maximum degree of efficiency.

Selection of Members

Section 3. The president of the Association shall [appoint] *nominate* the *chairman and* members of the standing committees *for confirmation by majority vote of the Board of Directors.* [including the chairmen except that appointments to the Committee on Professional. Ethics shall be approved by the NEA Executive Committee. Unless otherwise provided by the Representative Assembly, members of commissions and councils shall be selected by the Executive Committee.] The number of classroom teacher members shall be in compliance with the ratio (at least 75 percent) called for by the Representative Assembly. In the event a classroom teacher is appointed to a position and ceases to be a classroom teacher prior to the expiration of his term he shall resign and be replaced by a classroom teacher. Each standing committee, joint committee, commission, and council shall include at least one member of a *racial/ethnic* minority group. Each commission and council shall elect its own chairman. Except as otherwise provided by the [Executive Committee,] *Board of Directors,* the terms of members of committees, commissions, and councils shall begin at the close of the annual session of the Representative Assembly.

Standing Committees

Section 4. Unless otherwise provided by the Representative Assembly, each standing committee shall consist of five members, one to be appointed each year for a regular five-year term. No member shall serve successive regular terms.

Joint Committees

Section 5. Joint committees may be established with other organizations having interests in common with those of the Association. Unless otherwise provided by the Representative Assembly, such joint committees shall consist of 10 members, five appointed by the president and five by the other participating organization. Members representing the Association shall serve for overlapping five-year terms, and shall not be eligible for successive appointments.

Commissions and Councils

Section 6. Unless otherwise provided by the Representative Assembly the number, method of selection, and tenure of members of commissions and councils shall be determined by the [Executive Committee] *Board of Directors.*

Vacancies and Attendance

Section 7. Vacancies occurring on a committee, commission, or council shall be filled for the unexpired term in the same manner as original appointments. Absence of a member from two consecutive meetings of a committee, commission, or council, except for approved reasons, shall constitute grounds for the [Executive Committee] *Board of Directors* to declare the position vacant.

Reports, Recommendations, and Resolutions

Section 8. Each committee, commission, and council shall submit an annual report of its activities, together with its recommendations, to the Board of Directors for transmittal to the Representative Assembly, and may submit to the Resolutions Committee of the Representative Assembly such proposals as it deems to be in the interests of the Association. The form and publication of reports of committees, commissions, and councils shall be subject to review by the Board of Directors.

Article X—Affiliated Associations

Eligibility and Qualifications

Section 1. A professional education association may become affiliated with the Association upon approval of the [Executive Committee] *Board of Directors.* An affiliated association shall agree to subscribe to the purposes and objectives of the Association, and to abide by the provisions of these Bylaws and the requirements of eligibility established by the Representative Assembly. An association shall be qualified for continuous affiliation unless disqualified. Pursuant to procedures recommended by the Board of Directors and established by the Representative Assembly, the [Executive Committee] *Board of Directors* shall have power to approve, censure, suspend, expel, or reinstate an affiliated association as provided [in Article V, Section 3 (c) of these Bylaws] *elsewhere in these Bylaws.*

Classes of Affiliates

Section 2. Affiliates of the Association shall consist of two classes: State and Local.

State Affiliates

Section 3. The state education association or associations in any state, commonwealth, the Overseas Education Association, and the District of Columbia shall be eligible for affiliation with the Association, and shall be designated as state affiliates. Such affiliates shall be entitled to representation at meetings of the Representative Assembly as provided in Article VII, Section 4. The annual dues of a state affiliate shall be [$25] *equal to the dues for active membership,* except that the dues shall be waived in unified dues states. State affiliates shall receive such publications of the Association and such services as may be approved by the Board of Directors. [Beginning with the 1972-73 membership year all state affiliates shall have adopted (a) the policy of unified professional membership, or (b) a plan for the implementation of such a policy. Any state affiliate which has not met one of the above conditions relative to unification by September 1, 1972, shall be expelled as provided in Article V, Section 3 (c).] Unified local affiliates and individual NEA members in a state wherein the state affiliate has been expelled, shall be entitled, where qualified, to the membership services of the National Education Association.

Local Affiliates

Section 4. Any local professional education association located within a city, county, or other local school administrative unit of any state, commonwealth, the Overseas Education Association, or the District of Columbia shall be eligible for affiliation with the Association and shall be designated as a local affiliate. In addition any association recognized as a local unit by a state affiliate shall be eligible for affiliation. A local professional education association shall be interpreted to mean any local organization of educators whether its membership is open to all professional educators, or all classroom teachers, or all administrators within the jurisdictional boundaries of the organization, or to all members of a university or college staff. Such affiliates shall be entitled to representation at meetings of the Representative Assembly as provided in Article VII, Section 5. The annual dues of a local affiliate shall be [$5] *one fifth (⅕) the dues for active membership* provided, however, that the affiliation fee shall be waived for unified local associations. Local affiliates shall receive such publications of the Association and such services as may be approved by the Board of Directors.

Charter of Affiliation

Section 5. The Association shall furnish each affiliate with an appropriate charter of affiliation.

Article XI—Departments, National Affiliates, and Associated Organizations

Types

Section 2. The three classifications shall be department, national affiliate, and associated organization.

(a) Department

(1) Constitution and Membership. The constitution of a department shall be consistent with the Charter and Bylaws of the Association, commit the department to support the program of the Association, and be subject to review by the Board of Directors of the Associa-

tion. Each department shall have the right to fix qualifications of its members, providing that all department members who are eligible for active membership in the Association shall be required to be Association members.

(2) Finances and Dues. A department may be financed by a budget allocation from the Association and/or may levy separate dues. Annual financial reports of departments shall be subject to audit by the Association.

(3) Headquarters. A department shall maintain its principal office at the general headquarters of the Association. The Association shall provide office space and, in addition, make available to the department services in accordance with the policies applied to all units which are integral parts of the Association.

(4) Reports. Each department shall file with the executive [secretary] *director* of the Association an annual report of official actions and such other information as may be requested.

(5) Governance. A department shall name one representative to the Association's Board of Directors, and the Association's Board of Directors shall name one representative to the department's official executive body, both of whom shall be non-voting representatives.

The president or other elected officer of the department shall be an ex officio delegate to the Representative Assembly of the Association. The president of the Association shall name as an ex officio delegate to the legislative body of the department one member of the Association who is also a member of the department.

(6) Discontinuance and Change of Classification. A department may be discontinued by a two-thirds vote of the Representative Assembly of the Association upon recommendation of the Board of Directors, provided such recommendation shall have been presented at the session of the Representative Assembly preceding the session at which action is to be taken. The Board before recommending discontinuance of a department shall, upon request, provide opportunity for a hearing.

A department, upon a year's notice and opportunity for NEA's Board of Directors to hold an inquiry, may discontinue its affiliation by a two-thirds vote of its legislative body.

A department may transfer to another classification upon a majority vote of its governing body and a majority vote of the NEA Board of Directors.

(b) National Affiliate

(1) Constitution and Membership. A national affiliate shall adopt a constitution or bylaws which shall be consistent with the Charter and Bylaws of the Association and which shall be subject to review by the Board of Directors of the Association. Each national affiliate shall require by its governing rules that each elected officer be a member of the Association providing said officer is eligible for active membership in the Association and that the national affiliate promote and urge membership in the Association. The Association shall promote and urge that each member join national affiliates for which he is eligible.

(2) Finances and Dues. A national affiliate may levy membership dues for the purpose of supporting its program. The [Executive Committee] *Board of Directors* of the Association may authorize additional funds to a national affiliate under the terms of conditions of the Association's annual budget and may require a report of activities supported by the expenditures of such funds.

(3) Headquarters. A national affiliate shall maintain its principal office at the general headquarters of the Association, unless otherwise authorized by the Board of Directors of the Association; amount and cost of space and other services to be negotiated between the Association and the national affiliate, said agreements to be in writing and signed by both groups.

(4) Reports. Upon request, each national affiliate shall file with the executive [secretary] *director* of the Association an annual report of official actions and such other information as may be requested.

(5) Governance. The president or other elected officer of the national affiliate who is also an active member of the Association shall be an ex officio delegate to the Representative Assembly of the Association. The president of the Association shall name as an ex officio delegate to the legislative body of the national affiliate one member of the Association who is also a member of the national affiliate.

(6) Discontinuance and Change of Classification. A national affiliate may be discontinued by a two-thirds vote of the Representative Assembly of the Association upon recommendation of the Board of Directors provided such recommendation shall have been presented at the session of the Representative Assembly preceding the session at which action is to be taken. The Board of Directors before recommending discontinuance of a national affiliate shall, upon request, provide opportunity for a hearing.

A national affiliate may transfer to another classification upon a majority vote of its governing body and a majority vote of the NEA Board of Directors.

The right of a national affiliate to discontinue its affiliated relationship to the Association is recognized.

(c) Associated Organization

(1) Constitution and Membership. An associated organization shall be an independent organization whose goals, objectives, constitution, and bylaws are compatible with the Association, said constitution being subject to review by the Board of Directors of the Association to determine compatibility only. The associated organization will agree to promote the Association program to the degree it is consistent with its own program.

(2) Finance and Dues. An associated organization may levy membership dues. It may negotiate with the Association for financial and accounting services. The Association and/or its integral units may enter into cooperative projects with an associated organization.

(3) Headquarters. An associated organization may negotiate with the Association for amount and costs of space and services including insurance and retirement benefits for its employees, said agreements to be in writing and signed by both groups.

(4) Reports. Upon request, each associated organization shall file with the executive [secretary] *director* of the Association an annual report of official actions and such other information as may be requested.

(5) Discontinuance and Change of Classification. An associated organization may be discontinued by a two-thirds vote of the Board of Directors of the Association provided the associated organization has been proffered an opportunity for a hearing. Such action by the Board of Directors is to be subject to review by the Association's Representative Assembly at its next annual meeting.

An associated organization may transfer to another classification upon a majority vote of its governing body and a majority vote of the NEA Board of Directors.

The right of an associated organization to discontinue its affiliated relationship to the Association is recognized.

Article XII—Finance

Receipts and Disbursements—General Fund

Section 3. All monies to the General Fund of the Association shall be turned over to the *secretary*-treasurer, who shall hold said monies in safekeeping. The *secretary*-treasurer may designate a deputy to perform such duties as he may delegate to him. Monies shall be disbursed only by checks and other written orders to depositories signed by the executive [secretary] *director* or any person designated by the executive [secretary] *director*, and countersigned by the *secretary*-treasurer or any person designated by the *secretary*-treasurer.

Permanent Fund

Section 4. The Permanent Fund shall consist of the properties and permanent investments of the Association, together with any other funds or properties received by gift, bequest, devise, or transfer for deposit in the Permanent Fund. The Permanent Fund shall be in the charge of the [Executive Committee,] *Board of Directors*, which shall provide for the investment and safekeeping of such Fund including the right to invest such funds for the improvement of properties by way of additions and replacements, or for the purchase of new properties. All other expenditures from the principal of the Permanent Fund shall be made only upon a two-thirds vote of the Representative Assembly, after the proposed expenditure has been approved by the Board of Directors, and after printed notice of the proposed expenditure has appeared in the Journal of the Association at least two months prior to the meeting of the Representative Assembly. The income from the Permanent Fund shall be used only to meet the cost of maintaining the Association and of publishing the annual volume of Proceedings, unless the terms of the gift, bequest, or devise shall otherwise specify or the Bylaws of the Association shall otherwise provide.

Receipts and Disbursements—Permanent Fund

Section 5. All monies or other assets payable to the Permanent Fund shall be turned over to the [Executive Committee] *Board of Directors*. Disbursements from the Permanent Fund shall be made only upon written orders of the president and *secretary*-treasurer [of said Committee].

Annual Budget

Section 6. The annual budget of the Association shall be prepared under the direction of the Committee on Program and Budget based upon Association objectives and priorities adopted by the Board of Directors. The Committee on Program and Budget shall be composed of seven members [four elected from the membership of the Board of Directors and three representing the Executive Committee] including the vice-president and *secretary*-treasurer. The proposed budget shall be presented to the [Executive Committee prior to being transmitted to the] Board of Directors. The Board of Directors, after review and approval thereof, shall direct the printing of the proposed budget for presentation to the Representative Assembly. At the annual meeting, prior to the first meeting of the Assembly, the Committee on Program and Budget shall hold one or more open hearings on the proposed budget. The adoption of the budget, including any amendments thereto, shall be by vote of the Representative Assembly.

Auditing Committee

Section 7. Not later than 90 days before the end of the fiscal year, the president shall appoint an Auditing Committee, consisting of three active members of the Association, no one of whom shall be a director. To this Committee shall be referred the report and audit of the expert accountant or accountants, as provided in Section 8 of this Article, and the Committee shall refer its findings to the Board of Directors and the Representative Assembly.

Financial Reports

Section 8. An annual report of the General Fund, including income and expenditures for the fiscal year, shall be prepared under the direction of the *secretary*-treasurer. An annual report of the Permanent Fund shall be prepared under the direction of the [Executive Committee] *Board of Directors*. An annual audit of all the funds of the Association shall be made by an independent auditing agency appointed by the president whose findings shall be transmitted to the Audit Committee and be printed in the annual financial reports to the Representative Assembly. All financial reports shall be reviewed by the Board of Directors prior to the meeting of the Representative Assembly, and shall be transmitted to that body for final action. The Board of Directors shall have power to establish procedures governing the preparation and rendering of interim reports of the Association's finances for review by the [Executive Committee] *Board of Directors*.

(Article XIII—No amendment proposed)

Article XIV—Bylaws and Rules Committee

Section 1. There shall be a Committee on Bylaws and Rules consisting of five members, for terms of five years, one to be appointed annually by the president *with approval by a two-thirds (⅔) vote of the Board of Directors. There shall also be a Director selected by the Board of Directors each year to meet with the Committee as a non-voting liaison thereto.* This committee may render advisory opinions involving interpretation of these Bylaws and Rules when requested to do so by the officers of the Association. The Committee shall be responsible for considering and proposing, from time to time, such revisions of the Bylaws and Rules as may be deemed in the interest of the Association. The Committee shall perform such other duties as may be required under the Standing Rules *or by action of the Board of Directors*.

Article XV—Amendments

Amendments to the Bylaws

Section 1. These Bylaws may be amended at a meeting of the Representative Assembly by a two-thirds vote if the proposed change shall have been presented in writing to the Committee on Bylaws and Rules and read by title at the preceding annual session and the text of the proposed change shall have been printed in the convention Proceedings and in an NEA publication sent to active members at least 60 days in advance of such session, or if unanimous consent is given for taking a vote without such advance notice. *In the case of an amendment proposed by the Bylaws and Rules Committee under the direction of the Board of Directors, publication in a Journal sent to all active members at least six (6) months in advance may substitute for the reading by title and publication in the Journal of Proceedings at the previous Representative Assembly.* Amendments to the Bylaws may be so presented only (a) by the Bylaws and Rules Committee, or (b) with the concurrence of at least two state or other authorized delegations in the Representative Assembly evidenced in each case either by a majority vote of the delegation at a regularly called meeting of the delegation held in connection with the annual meeting or by a petition signed by a majority of the members of the delegation, or (c) by petition of any 50 accredited delegates. *The Board of Directors shall present a recommendation on any proposed amendments, to include a substitute amendment if it deems this advisable.*

Amendments to the Standing Rules and Rules Governing the Annual Meeting

Section 2. Standing Rules may be amended at a meeting of the Representative Assembly (a) without notice by a two-thirds vote or (b) by a majority vote if the proposed change shall have been presented in writing to the Committee on Bylaws and Rules and read by title at the preceding session and the text of the proposed change shall have been printed in the convention Proceedings. Amendments to Standing Rules may be so presented only (a) by the Bylaws and Rules Committee, or (b) with the concurrence of at least one state or other authorized delegation in the Representative Assembly evidenced either by a majority vote of the delegation at a regularly called meeting of the delegation held in connection with the annual meeting or by a petition signed by a majority of the members of the delegation, or (c) by petition of any 25 accredited delegates. Rules Governing the Annual Meeting, other than Standing Rules, may be amended by a majority vote of the Representative Assembly without notice. *The Board of Directors shall present a recommendation on any proposed amendment to include a substitute amendment if it deems this advisable.*

Voting and Effective Date

Section 3. In voting on all proposed amendments to the Charter and Bylaws, printed ballots shall be used for *the final vote following debate and allowable amendments, if any, to the text to be adopted in the open meeting by the regular process.* Unless otherwise provided, all amendments or revisions of the Bylaws shall take effect immediately upon their adoption.

Withdrawal of Amendments

Section 4. A proposed amendment to the Bylaws or the Standing Rules may be withdrawn, with the consent of the Representative Assembly, at the request of sponsors of the amendment, in accordance with the following provisions. If the amendment was presented by the Bylaws and Rules Committee, the request for its withdrawal must be made by that Committee *except that if the Committee is presenting an amendment at the request of the Board of Directors the permission of the Board must also be secured.* If the amendment was presented by one or more state delegations, the request must be made by all of those state delegations, evidenced in each case by a vote of two-thirds of the delegates voting at a regularly called meeting of the delegation held in connection with an annual meeting and a certification of such vote to the Bylaws and Rules Committee, or by a petition submitted to the Bylaws and Rules Committee, and signed by two-thirds of the delegates from the state. If the amendment was presented by petition of individual delegates, the request must be made by a petition submitted to the Bylaws and Rules Committee and signed by two-thirds of the delegates by whom the amendment was presented.

Submitted by two state delegations, Georgia, New Jersey

AMENDMENT NUMBER 3

Title: TO PERMIT WRITE-IN CANDIDATES FOR ANY NEA OFFICE VOTED ON BY THE REPRESENTATIVE ASSEMBLY.

Article III—Executive Officers of the Association

Selection

Section 2. The vice-president and treasurer shall be nominated and elected by the Representative Assembly in accordance with requirements set forth in the Standing Rules *except that write-in candidates for such offices need not be nominated.* . . .

Article V—Executive Committee

Composition

Section 1. The Executive Committee shall consist of 10 members: president, vice-president, immediate past president, treasurer, two members elected by and from the Board of Directors, at least one of whom shall be a classroom teacher, for terms of two years, one to be elected each year; and four members *nominated and* elected at large by the Representative Assembly, *except that a write-in candidate for such position need not be nominated.* At least two of [whom] *the four members elected at large by the Representative Assembly* shall be classroom teachers, two to be elected each year. . . .

Submitted by the Bylaws & Rules Committee at the direction of the Board of Directors.

AMENDMENT NUMBER 4

Title: TO REQUIRE THE PERMANENT RECORDING OF THE VOTE OF EACH BOARD OF DIRECTOR MEMBER ON EVERY MOTION ON RECORD.

Article IV—Board of Directors

Meetings

Section 3. The Board of Directors shall meet in connection with the annual session of the Representative Assembly, and may hold other meetings at such times and places as may be determined by the president or by a majority of the members of the Board. Due notice of all meetings shall be given in advance of the meeting dates. Elected members from 25 states, commonwealths, the Overseas Education Association, and the District of Columbia shall constitute a quorum. The Board shall be empowered to enact rules and procedures governing the conduct of its meetings. *The vote of each Board member on every motion of record shall be recorded in such permanent form as shall be reasonably accessible to any Association member on request.*

Submitted by 50 delegates.

AMENDMENT NUMBER 5

Title: TO REQUIRE THE PERMANENT RECORDING OF THE VOTE OF EACH EXECUTIVE COMMITTEE MEMBER ON EVERY MOTION OF RECORD.

Article V—Executive Committee

Composition

Section 2. The Executive Committee shall hold meetings at such times and places as may be necessary for the proper conduct of its business and shall be empowered to enact rules and procedures governing the conduct of its meetings. *The vote of each Committee member on every motion of record shall be recorded in such permanent form as shall be reasonably accessible to any Association member on request.*

Submitted by 50 delegates.

AMENDMENT NUMBER 6

Title: TO EXCLUDE FROM ACTIVE MEMBERSHIP IN NEA THOSE WHO ARE IN AN ADMINISTRATIVE AND/OR SUPERVISORY CAPACITY.

Article I—Membership

Active Members

Section 3. (a) Requirements. Any person who is actively engaged in educational work of a professional nature, *but not in an administrative and/or supervisory capacity*, shall be eligible to become an active member of the Association if he (1) has an earned bachelor's or higher degree or holds a regular vocational or technical certificate and (2) where required, holds or is eligible to hold a regular legal certificate of any kind except an emergency substandard certificate or permit. Beginning with the membership year 1972-73 any active member must also be, and remain, a

member of local and state affiliated associations, where available.

Submitted by 50 delegates.

AMENDMENT NUMBER 7

Title: TO CHANGE THE SIZE OF THE EXECUTIVE COMMITTEE; ALTER THE DUTIES OF CERTAIN EXECUTIVE OFFICERS; AND TO PROVIDE THAT ALL MEMBERS OF THE EXECUTIVE COMMITTEE BE ELECTED AT LARGE BY THE REPRESENTATIVE ASSEMBLY.

Article V—Executive Committee

Composition

Section 1. The Executive Committee shall consist of [10] *9* members: president, vice-president, [immediate past president,] *secretary*-treasurer, [two members elected by and from the Board of Directors, at least one of whom shall be a classroom teacher, for terms of two years, one to be elected each year;] and [four] *six* members elected at large by the Representative Assembly, at least [two] *three* of whom shall be classroom teachers, [two] *three* to be elected each year. [A member of the Board of Directors elected to the Executive Committee shall cease to be a member of the Executive Committee upon the expiration of his term as state director.] Members of the Executive Committee shall be members ex officio of the Board of Directors. Members of the Executive Committee shall not hold office for more than three (3) elected terms.

Powers and Duties

Section 3. (f) Preparation of Annual Budget. Three members of the Executive Committee (vice-president, secretary-treasurer, and one other appointed by the president) shall serve with four members elected from the Board of Directors on the Committee on Program and Budget which, with the advice and assistance of the Executive [Secretary] *Director*, shall prepare and present a budget for the Association, as provided in Article XI, Section 6, of these Bylaws.

Section 3. (j) Election of Executive [Secretary] *Director*. The Executive Committee shall [elect] *select* the executive [secretary] *director* of the Association for a term of office not to exceed four years and shall fix his compensation.

The executive director shall supervise and coordinate the administrative, financial, and professional activities of the Association, and shall direct its employed staff in accordance with policies and procedures authorized by the Representative Assembly, Board of Directors, and Executive Committee. He shall provide assistance to committees, commissions, and councils in connection with their activities and render such reports as may be required by the Representative Assembly, or by the officers and executive bodies of the Association.

Submitted by 50 delegates.

AMENDMENT NUMBER 8

Title: TO GRANT ALL THE RIGHTS AND PRIVILEGES OF ACTIVE MEMBERSHIP TO EDUCATIONAL SECRETARIES AND AUXILIARY PERSONNEL.

Article I—Membership

Educational Secretary Members

Section 7. Any office employee in a public or private school system, college or university, county school unit, state department of education, or an educational organization may become an educational secretary member.

An educational secretary member shall have all the rights and privileges of an active member [except the right to vote for delegates to the Representative Assembly, to serve as a delegate, or to hold elective or appointive office].

Annual dues of educational secretary members shall be $10.

Auxiliary Personnel

Section 8. Persons not otherwise identified in these bylaws who are employed in school systems and who directly or indirectly assist the professional personnel to provide improved educational opportunities may become members. Unified membership shall be required where NEA affiliate organizations of auxiliary personnel have been established on local and state levels.

Such members shall receive all rights and privileges of [the Association, except those of holding office in the Association and representation in the Representative Assembly. They may hold meetings of their own group in conjunction with the Representative Assembly or at a time of their choice] *an active member.*

Annual dues shall be $10.

Submitted by 50 delegates.

AMENDMENT NUMBER 9

Title: TO ELIMINATE THE POSITION OF IMMEDIATE PAST PRESIDENT; TO ELIMINATE THE DESIGNATION OF THE EXECUTIVE SECRETARY AS AN OFFICER; AND TO REDUCE THE MEMBERSHIP REQUIREMENT FOR ELIGIBILITY FOR OFFICE TO TWO YEARS.

Article II—Officers

Officers

Section 1. The officers of the Association shall be: president, vice-president [(who shall be president-elect and who shall become president after one year's service as president-elect), immediate past president,] *secretary*-treasurer, [executive secretary, deputy executive secretary,] Board of Directors, and Executive Committee. The officers shall perform the duties which usually devolve upon officers of such an association, together with the duties which are prescribed by the Charter and these Bylaws. The terms of officers shall begin at the close of the annual session of the Representative Assembly.

Qualifications

Section 2. A candidate for office shall have been an active or life member of the Association; of a state, commonwealth, the Overseas Education Association, or the District of Columbia association; and of a local association, if such exists and he is eligible, for the [five] *two*-year period immediately preceding his election.

Submitted by 50 delegates.

AMENDMENT NUMBER 10

Title: TO CHANGE THE TERMS OF THE EXECUTIVE OFFICERS; TO ELIMINATE THE POSITION OF IMMEDIATE PAST PRESIDENT; TO ELIMINATE THE DESIGNATION OF THE EXECUTIVE SECRETARY AS AN OFFICER; TO PROVIDE THAT THE PRESIDENT, WITH THE APPROVAL OF THE EXECUTIVE COMMITTEE, APPOINT THE EXECUTIVE SECRETARY; TO CHANGE THE TITLES AND CERTAIN DUTIES OF THE TREASURER AND EXECUTIVE SECRETARY.

Article III—Executive Officers of the Association

Composition

Section 1. The executive officers of the Association shall be: president, vice-president, [immediate past president,] *secretary*-treasurer [and executive secretary].

Selection

Section 2. The *president,* vice-president and *secretary*-treasurer shall be nominated and elected by the Representative Assembly in accordance with requirements set forth in the Standing Rules. [In the event of the death or incapacity of the vice-president as of the time when he would assume office as president, the Representative Assembly shall select a president to serve in his stead. The executive secretary shall be selected by the Executive Committee in accordance with the provisions of Article V, Executive Committee; Section 3 (1), Election of Executive Secretary.]

Terms of Office

Section 3. The president [and the], vice-president, *and the secretary-treasurer* shall be elected for terms of [one] *two* years. [The president, upon the expiration of his term, shall serve as immediate past president for one year. The treasurer shall be elected for a term of three years. The executive secretary shall be elected for a term not to exceed four years.]

Powers and Duties of the President

Section 4. The president shall preside at all meetings of the Association. He shall perform the duties which usually devolve upon the chief officer of such an association and the duties which are prescribed by the Charter and these Bylaws. He shall be a member ex officio of the Board of Directors, Executive Committee, and all committees of the Association, and shall serve as chairman of the Executive Committee and the Board of Directors. *The president shall appoint the executive director with approval of the Executive Committee.* The president shall appoint the chairman and members of all committees of the Association, and fill any vacancies except as otherwise provided in these Bylaws and Standing Rules. The president shall appoint annually one member of the Executive Committee (other than treasurer or vice-president) to serve on the Committee on Program and Budget. The program of the annual meeting shall be prepared under his direction.

[Powers and Duties of the Immediate Past President

Section 6. The president, upon the expiration of his term of office, shall be designated the immediate past president He shall serve on the Executive Committee for a period of one year, and shall perform such other duties as may be assigned by the president.]

Powers and Duties of the *Secretary*-Treasurer

Section 7. The *secretary*-treasurer shall receive and be responsibie for the safekeeping of and accounting of the general funds of the Association. He shall make an annual financial report to the Board of Directors and the Representative Assembly, and such other financial reports as may be required by the Board of Directors and the Executive Committee. He shall be a member of the Committee on Program and Budget. He shall perform the other duties required of him under Article XI, Finance; Section 3 of these Bylaws.

The secretary-treasurer shall be secretary of the Representative Assembly, the Board of Directors, and the Executive Committee. He shall keep a record of the proceedings of stated meetings of the Association; notify officers and members of committees, commissions, and councils of their election or appointment; and be the keeper of the official seal of the Association.

[Powers and Duties of the Executive Secretary

Section 8. The executive secretary shall supervise and coordinate the administrative, financial, and professional activities of the Association, and shall direct its employed staff in accordance with policies and procedures authorized by the Representative Assembly, Board of Directors, and Executive Committee. He shall be secretary of the Representative Assembly, the Board of Directors, and the Executive Committee. He shall keep a record of the proceedings of stated meetings of the Association; notify officers and members of committees, commissions, and councils of their election or appointment; provide assistance to committees, commissions, and councils in connection with their activities; render such reports as may be required by the Representative Assembly, or by the officers and executive bodies of the Association; be the keeper of the official seal of the Association. The deputy executive secretary shall perform the duties of the executive secretary when the latter is unable to perform them because of absence or death, or when, in the judgment of the Executive Committee, the executive secretary is unable to perform said duties because of illness.]

Submitted by 50 delegates.

AMENDMENT NUMBER 11

Title: TO REDUCE THE BOARD OF DIRECTORS TO TWENTY MEMBERS ELECTED AT LARGE BY THE REPRESENTATIVE ASSEMBLY FOR A TWO YEAR TERM: TO PROVIDE THAT THE ONLY EXECUTIVE COMMITTEE MEMBERS SERVING ON THE BOARD SHALL BE THE PRESIDENT, VICE-PRESIDENT AND TREASURER.

Article IV—Board of Directors Composition

Section 1. The Board of Directors shall consist of [one] *twenty* members *elected at large by the Representative Assembly for a two-year term at the time of election of officers.* [from each state, commonwealth, the Overseas Education Association, and the District of Columbia; and each such unit shall be entitled to an additional director for each 20,000 or more active and life members of the Association. If such a unit has an additional director or directors, and if on May 31 of each of two consecutive years the Association membership within the unit is less than that required to establish and maintain all of the positions of its state directors, the number of its additional directors shall be reduced according to the membership on the second of such two consecutive years involved, and the terms of office of the excess additional director or directors shall terminate and expire as of the end of the next annual meeting, with the state, commonwealth, the Overseas Education Association, or the District of Columbia, as the case may be, to determine which particular director or directors will be affected by the termination of his or their positions. Directors selected from the states, commonwealths, the Overseas Education Association, and the District of Columbia shall be known as state directors.] The president, vice-president, [immediate past president,] *and secretary*-treasurer, [and other members of the Executive Committee] shall be members of the Board of Directors ex officio.

[Election and Term of State Directors Section 2. (b) Election. Each state, commonwealth, the Overseas Education Association, and the District of Columbia shall elect its own director or directors in accordance with these procedures. Only NEA members shall participate in the nomination and election of NEA directors. Nominations of NEA directors shall be open, and they shall be elected by secret ballot within their respective states. The NEA director shall be elected by the NEA members who are delegates to the state representative body or by all NEA members in the state. A majority vote of those voting shall be necessary to elect an NEA director. If a second balloting is needed to determine a winner the two candidates with the highest number of votes in the first election shall be the nominees. Results of the election shall be certified by the state executive secretary and submitted to the NEA executive secretary prior to the annual meeting of the Association. Any question or dispute as to such election shall be presented in writing by the aggrieved and shall be decided by the state affiliate subject to the right of appeal by the aggrieved to the Bylaws and Rules Committee, which shall hold a hearing and make a recommendation to the Board of Directors for its determination.]

Submitted by 50 delegates.

AMENDMENT NUMBER 12

Title: TO PROVIDE FOR A REFERENDUM OF THE ENTIRE MEMBERSHIP AS THE HIGHEST LEVEL OF GOVERNANCE WITH CERTAIN LIMITATIONS; TO MAKE POSITIONS OR POLICIES SO ESTABLISHED NOT SUBJECT TO REVERSAL OR MODIFICATION FOR A PERIOD OF TWO YEARS.

Article XV—Referenda

Section 1. The highest level of governance in the Association shall be the referendum of the entire membership. Positions or policies established by referendum shall not be subject to reversal or modification by an Association governing body or by a subsequent referendum for a period of at least two (2) years.

Section 2. A referendum shall be held by: (a) order of a majority of the Representative Assembly; or (b) order of 2/3 of the Executive Committee; or (c) order of a majority of the Board of Directors; or (d) request of 25 or more locals representing not less than 10% of the membership; or (e) by petition of at least 10% of the active membership drawn from no fewer than 25 locals.

Section 3. Matters not subject to referendum are (a) employment, assignment, promotion, discharge or compensation of staff; (b) programs requiring a budgetary expenditure of funds.

Section 4. Procedures for a referendum shall be

(a) After receipt of order or request for referendum, it shall be the duty of the President to transmit the question to be voted on to the locals within two weeks of its receipt by him/her. Following this, there shall be a period of six weeks during which the proponents and opponents shall be given the opportunity to debate the issue through the regular channels of the Association; specifically, each side shall be given equal space in periodical publications sent to Association members and leaders. At the end of the two weeks the President shall send to the individual members of all locals in good standing ballots upon which the members shall cast their votes and shall also send to members at large ballots upon which members at large shall also cast their votes.

(b) The President shall rent a postal deposit box. The individual members shall mail their ballots to the postal box. The closing date of the referendum shall be (30) days from the date ballots are mailed from the Association office. At the end of thirty (30) days, the President, or his/her representative, accompanied by at least two representatives of each side of the issue on the ballot, shall remove the ballots and cause them to be counted. Ballots received after the opening of the postal box shall not be counted. In the alternative, the President, with the consent of the Board of Directors, may engage an independent agency to conduct the ballots and to count the votes.

(c) The President shall notify the locals of the results of the referendum no later than two weeks following the receipt of the count. He/she shall also publish the results in an official publication of the Association.

Submitted by 50 delegates.

AMENDMENT NUMBER 13

Title: TO REQUIRE THAT REPRESENTATIVE ASSEMBLY DELEGATES OF STATE AND LOCAL AFFILIATES BE ELECTED BY SECRET BALLOT; TO REMOVE THE EXECUTIVE SECRETARY AND IMMEDIATE PAST PRESIDENT AS EX OFFICIO DELEGATES TO THE REPRESENTATIVE ASSEMBLY; TO ESTABLISH THE VOTING RIGHTS FOR EACH LOCAL AND STATE DELEGATION.

Article VII—Representative Assembly

Composition

Section 1. The Representative Assembly shall consist of delegates [selected] *elected* by state and local affiliates of the Association as provided in Sections 4 and 5 of this Article. The president, vice-president, [immediate past president,] *secretary*-treasurer, [executive secretary,] members of the Board of Directors and the Executive Committee, the president or one other elective officer of each department and national affiliate of the Association, the chairman of each NEA committee, commission, and council, and the United States Commissioner of Education shall be ex officio delegates.

Qualifications and Voting Rights

Section 2. Only those having the rights and privileges of active members of the Association shall be eligible to serve as delegates or as ex officio delegates. Upon proper certification all delegates shall have equal rights and each shall have one vote *except that on all roll call votes each local and state association represented shall be entitled to the number of votes equal to the number of delegates allowed it. For such purpose, the votes allowed each delegation shall be divided equitably among the delegates present.*

State Delegates

Section 4. Each affiliated state, commonwealth association, the Overseas Education Association, and the District of Columbia shall be entitled to [select] *elect* from its own membership one state delegate and one alternate to the Representative Assembly for each 100 of its members, or major fraction thereof, who are active or life members of the Association, up to and including 500 members. An association shall be entitled from its own membership to one delegate and one alternate for each additional 500 such members or major fraction thereof. State associations must transmit to NEA 40 percent of NEA dues by March 1 and 70 percent of NEA dues by June 1 or the delegates of that state shall not be seated in the NEA Delegate Assembly at the annual meeting. Delegates and alternates from states requiring both NEA and state association membership of delegates to the state's representative assembly must be members of both the state association and the NEA.

[Selection] *Election* of Delegates

Section 6. [The procedure for the selection of delegates in a state or local affiliated association shall be determined by the active, life, and retired Association members in the affiliate.] *Delegates to the Representative Assembly shall be elected by secret ballot in the state or local affiliated association which they represent. All NEA members who enjoy the rights and privileges of active*

members shall have an opportunity to vote in such elections.

Apportionment of Delegates

Section 7. Apportionment of delegates to the Representative Assembly shall be based on the number of active, life, and retired members of the Association in the respective affiliates as of May 31 of the current year. The executive [secretary] *director* shall notify all state and local affiliates as to the number of delegates to which they are entitled.

Submitted by 50 delegates.

AMENDMENT NUMBER 14

Title: TO DIRECT THAT NEA DUES FOR A MEMBER ASSESSED FOR SERVICES RENDERED BY ANOTHER BARGAINING AGENT BE REDUCED BY 5% OF THE AMOUNT OF SUCH ASSESSMENT.

Article I—Membership

Section 3. (c) Rights and Dues. An active member shall be entitled to receive the Journal of the Association, to vote for delegates to the Representative Assembly, to serve as a delegate to the Representative Assembly, and to hold elective or appointive office. Annual dues of active members shall be $25. *In the event that an "agency shop" is established in a school system and an NEA member is assessed for services rendered by another bargaining agent, the NEA will give a credit toward NEA dues of 5% of the amount of such assessment.*

Submitted by 50 delegates.

AMENDMENT NUMBER 15

Title: TO AMEND ARTICLES I, II, III, IV, V, VII, VIII, X, XI OF THE CURRENT NEA BYLAWS; SUCH CHANGES WOULD SATISFY THE REQUIREMENTS OF THE LANDRUM GRIFFIN ACT IF THE NEA SHOULD BECOME SUBJECT TO THE ACT AT A FUTURE DATE.

Article I—Membership

Educational Secretary Members

Section 7. Any office employee in a public or private school system, college or university, county school unit, state department of education, or an educational organization may become an educational secretary member.

An educational secretary member shall have all the rights and privileges of an active member [except the right to vote for delegates to the Representative Assembly, to serve as a delegate, or to hold elective or appointive office.]

Annual dues of educational secretary members shall be $10.

Auxiliary Personnel

Section 8. Persons not otherwise identified in these bylaws who are employed in school systems and who directly or indirectly assist the professional personnel to provide improved educational opportunities may become members. Unified membership shall be required where NEA affiliate organizations of auxiliary personnel have been established on local and state levels.

Such members shall receive all rights and privileges of [the Association, except those of holding office in the Association and representation in the Representative Assembly. They may hold meetings of their own group in conjunction with the Representative Assembly or at a time of their choice] *active members.*

Annual dues shall be $10.

Certificate of Membership

Section 13. The executive [secretary] *director* of the Association shall furnish each member of the Association a membership certificate. . . .

Adherence to the Code of Ethics—A Condition of Membership

Section 14. . . . A member may within sixty days after a decision by the Ethics Committee file an appeal of the decision with the executive [secretary] *director.*

Article II—Officers

Officers

Section 1. The officers of the Association shall be: president, vice president (who shall be president-elect and who shall become president after one year's service as president-elect), immediate past president, *secretary*-treasurer, [executive secretary, deputy executive secretary,] Board of Directors, and Executive Committee. . . .

Article III—Executive Officers of the Association

Composition

Section 1. The executive officers of the Association shall be: president, vice-president, immediate past president, *and secretary*-treasurer [, and executive secretary].

Selection

Section 2. The vice-president and *secretary*-treasurer shall be nominated and elected by the Representative Assembly in accordance with requirements set forth in the Standing Rules. In the event of the death or incapacity of the vice-president as of the time when he would assume office as president, the Representative Assembly shall select a president to serve in his stead. [The executive secretary shall be selected by the Executive Committee in accordance with the provisions of Article V, Executive Committee; Section 3 (i), Election of Executive Secretary.]

Terms of Office

Section 3. The president and the vice-president shall be elected for terms of one year. The president, upon the expiration of his term, shall serve as immediate past president for one year. The *secretary*-treasurer shall be elected for a term of three years. [The executive secretary shall be elected for a term not to exceed four years.]

Powers and Duties of the President

Section 4. . . . The president shall appoint annually one member of the Executive Committee (other than *secretary*-treasurer, or vice-president) to serve on the Committee on Program and Budget. The program of the annual meeting shall be prepared under his direction.

Powers and Duties of the *Secretary*-Treasurer

Section 7. The *secretary*-treasurer shall receive and be responsible for the safekeeping of and accounting of the general funds of the Association. He shall make an annual financial report to the Board of Directors and the Representative Assembly, and such other financial reports as may be required by the Board of Directors and the Executive Committee. He shall be a member of the Committee on Program and Budget. He shall perform the other duties required of him under Article XI, Finance; Section 3 of these Bylaws.

The secretary-treasurer shall be secretary of the Representative Assembly, the Board of Directors, and the Executive Committee. He shall keep a record of the proceedings of stated meetings of the Association; notify officers and members of committees, commissions, and councils of their election or appointment; and be the keeper of the official seal of the Association.

[Powers and Duties of the Executive Secretary]

[Section 8. The executive secretary shall supervise and coordinate the administrative, financial, and professional activities of the Association, and shall direct its employed staff in accordance with policies and procedures authorized by the Representative Assembly, Board of Directors, and Executive Committee. He shall be secretary of the Representative Assembly, the Board of Directors, and the Executive Committee. He shall keep a record of the proceedings of stated meetings of the Association; notify officers and members of committees, commissions, and councils of their election or appointment; provide assistance to committees, commissions, and councils in connection with their activities; render such reports as may be required by the Representative Assembly, or by the officers and executive bodies of the Association; be the keeper of the official seal of the Association. The deputy executive secretary shall perform the duties of the executive secretary when the latter is unable to perform them because of absence or death, or when, in the judgment of the Executive Committee, the executive secretary is unable to perform said duties because of illness.]

Article IV—Board of Directors

Composition

Section 1. . . . The president, vice-president, immediate past president, *secretary*-treasurer, and other members of the Executive Committee shall be members of the Board of Directors ex officio.

Election and Term of State Directors

Section 2. (b) Election. Each state, commonwealth, the Overseas Education Association, and the District of Columbia shall elect its own director or directors in accordance with these procedures. Only NEA members shall participate in the nomination and election of NEA directors. Nominations of NEA directors shall be open, and they shall be elected by secret ballot within their respective states. The NEA director shall be elected by the NEA members who [are] *have been elected by secret ballot to serve as* delegates to the state representaive body or by all NEA members in the state. A majority vote of those voting shall be necesssary to elect an NEA director. If a second balloting is needed to determine a winner the two candidates with the highest number of votes in the first election shall be the nominees. Results of the election shall be certified by the state executive secretary and submitted to the NEA executive [secretary] *director* prior to the annual meeting of the Association. . . .

Removal

Section 5. Any member of the Board of Directors may be removed according to the following procedure which shall ensure the individual's right to due process. Removal shall be commenced by petition or petitions signed by no less than fifteen percent of the current NEA members in the state, or other unit, from which the Director was elected, which petition or petitions shall be tendered to the Teachers Rights Committee of the NEA.

Within five (5) days of such tender, the Teachers Rights Committee shall appoint a panel of three (3) special investigators. This investigative panel shall be charged with gathering the necesssary evidence, evaluating the evidence, and recommending further appropriate action to the Teachers Rights Committee within thirty (30) days of the investigative panel appointment.

Upon presentation of the investigative panel's report and recommendation, the Teachers Rights Committee shall submit one of the following three (3) courses of action to the Board of Directors of the NEA. The NEA Board of Directors will then initiate the action:

(a) Call for additional investigation.

(b) Initiate the removal procedure within the guidelines for due process.

(c) Dismiss the charges on the basis of unsubstantial evidence to sustain the charges.

If the removal procedure is initiated, the Board of Directors will assure that this officer will be granted all elements of due process. The accused officer shall have recourse to fair and equitable procedures, to seek redress for adverse treatment, including the right to the following elements of due process:

(a) Be immediately apprised of any of his conduct which has been determined to be deficient, and be given an opportunity to correct any such deficiencies before the charges are made.

(b) Be informed in writing of any charges against him and the grounds and evidence in support thereof when any adverse action is contemplated.

(c) Be afforded an open hearing, or at the request of the charged party a closed hearing, before an impartial tribunal within a reasonable time, allowing sufficient time to prepare a defense, when charges are placed against him. The impartial tribunal will consist of three (3) members, all of whom must be NEA members. One member is to be selected by the accused officer, one member by the Board of Directors of the NEA, the third member will be chosen by the first two members of the panel.

(d) Be provided full access to all evidence in his case.

(e) Require all testimony of witnesses by oath or affirmation.

(f) Cross-examine all witnesses against him and to present witnesses and other evidence on his own behalf.

(g) Retain counsel of his own choosing or to defend himself.

(h) Be afforded compulsory process for obtaining witnesses and other evidence.

(i) Have evidence restricted to the charges.

(j) Be provided findings of fact and law by the hearing tribunal.

(k) Have a stenographic record of the hearing, findings, and decision.

(l) Appeal to a clearly designated impartial authority or body.

(m) Be free from coercion or intimidation when he seeks redress or when he testifies or in any way participates in any proceedings, investigation, or hearing on his own behalf or on behalf of others.

Article V—Executive Committee

Composition

Section 1. The Executive Committee shall consist of ten members: president, vice-president, immediate past president, treasurer, [two members elected by and from the Board of Directors, at least one of whom shall be a classroom teacher, for terms of two years, one to be elected each year;] and [four] *six* members elected at large by the Representative Assembly, at least [two] *three* of whom shall be classroom teachers, [two] *three* to be elected each year. [A member of the Board of Directors elected to the Executive Committee shall cease to be a member of the Executive Committee upon the expiration of his term as state director.] Members of the Executive Committee shall be members ex officio of the Board of Directors. Members of the Executive Committee shall not hold office for more than three (3) elected terms.

Powers and Duties

Section 3. (f) Preparation of Annual Budget. Three members of the Executive Committee (vice-president, *secretary*-treasurer, and one other appointed by the president) shall serve with four members elected from the Board of Directors on the Committee on Program and Budget which, with the advise and assistance of the Executive [Secretary] *Director*, shall prepare and present a budget for the Association, as provided in Article XI, Section 6, of these Bylaws.

Section 3. (j) **Election of Executive [Secretary]** *Director.* The Executive Committee shall [elect] *select* the executive [secretary] *director* of the Association for a term of office not to exceed four years and shall fix his compensation.

The executive director shall supervise and coordinate the administrative, financial, and professional activities of the Association, and shall direct its employed staff in accordance with policies and procedures authorized by the Representative Assembly, Board of Directors, and Executive Committee. He shall provide assistance to committees, commissions, and councils in connection with their activities and render such reports as may be required by the Representative Assembly, or by the officers and executive bodies of the Association. The deputy executive director shall perform the duties of the executive director when the latter is unable to perform them because of absence or death, or when, in the judgment of the Executive Committee, the executive director is unable to perform said duties because of illness.

Removal

Section 4. Any member of the Executive Committee may be removed according to the following procedure which shall ensure the individual's right to due process.

Removal shall be commenced by petition or petitions signed by no less than fifteen percent of the current accredited delegates, which petition or petitions shall be tendered to the Teachers Rights Committee of the NEA.

Within five (5) days of such tender, the Teachers Rights Committee shall appoint a panel of three (3) special investigators. This investigative panel shall be charged with gathering the necessary evidence, evaluating the evidence, and recommending further appropriate action to the Teachers Rights Committee within thirty (30) days of the investigative panel appointment.

Upon presentation of the investigative panel's report and recommendation, the Teachers Rights Committee shall submit one of the following threee (3) courses of action to the Executive Committee of the NEA. The NEA Executive Committee will then initiate the action:

(a) Call for additional investigation.

(b) Initiate the removal procedure within the guidelines for due process.

(c) Dismiss the charges on the basis of unsubstantial evidence to sustain the charges.

If the removal procedure is initiated, the Board of Directors will assure that this officer will be granted all elements of due process. The accused officer shall have recourse to fair and equitable procedures, to seek redress for adverse treatment, including the right to the following elements of due process:

(a) Be immediately apprised of any of his conduct which has been determined to be deficient, and be given an opportunity to correct any such deficiencies before the charges are made.

(b) Be informed in writing of any charges against him and the grounds and evidence in support thereof when any adverse action is contemplated.

(c) Be afforded an open hearing, or at the request of the charged party a closed hearing, before an impartial tribunal within a reasonable time, allowing sufficient time to prepare a defense, when charges are placed against him. The impartial tribunal will consist of three (3) members, all of whom must be NEA members. One member is to be selected by the accused officer, one member by the Board of Directors of the NEA, the third member will be chosen by the first two members of the panel.

(d) Be provided full access to all evidence in his case.

(e) Require all testimony of witnesses by oath or affirmation.

(f) Cross-examine all witnesses against him and to present witnesses and other evidence on his own behalf.

(g) Retain counsel of his own choosing or to defend himself.

(h) Be afforded compulsory processes for obtaining witnesses and other evidence.

(i) Have evidence restricted to the charges.

(j) Be provided findings of fact and law by the hearing tribunal.

(k) Have a stenographic record of the hearing, findings, and decision.

(l) Appeal to a clearly designated impartial authority or body.

(m) Be free from coercion or intimidation when he seeks redress or when he testifies or in any way participates in any proceedings, investigation, or hearings on his own behalf or on behalf of others.

Article VII—Representative Assembly

Composition

Section 1. The Representative Assembly shall consist of delegates [selected] *elected* by state and local affiliates of the Association as provided in Sections 4 and 5 of this Article. The president, vice-president, immediate past president, *secretary*-treasurer, [executive secretary,] members of the Board of Directors and the Executive Committee, the president or one other elective officer of each department and national affiliate of the Association, the chairman of each NEA committee, commission, and council, and the United States Commissioner of Education shall be ex officio delegates.

Section 4. Each affiliated state, commonwealth association, the Overseas Education Association, and the District of Columbia shall be entitled to [select] *elect* from its own membership one state delegate and one alternate to the Representative Assembly for each 100 of its members, or major fraction thereof, who are active or life members of the Association, up to and including 500 members. . . .

[Selection] *Election* of Delegates

Section 6. [The procedure for the selection of delegates in a state or local affiliated association shall be determined by the active, life, and retired Association members in the affiliate.] *Delegates to the Representative Assembly shall be elected by secret ballot in the state or local affiliated association which they represent. All NEA members who enjoy the rights and privileges of active members shall have an opportunity to vote in such elections.*

Apportionment of Delegates

Section 7. Apportionment of delegates to the Representative Assembly shall be based on the number of active, life and retired members of the Association in the respective affiliates as of May 31 of the current year. The executive [secretary] *director* shall notify all state and local affiliates as to the number of delegates to which they are entitled.

Article VIII—Standing Committees, Joint Committees, Commissions, and Programs and Activities

Councils

Section 2. . . . The executive [secretary] *director* shall be responsible for coordinating the staffs of committees, commissions, and councils in order to achieve a maximum degree of efficiency.

Article X—Department, National Affiliates, and Associated Organizations

Establishment

Section 1. . . . Such application, which shall be filed with the executive [secretary] *director*, shall state the purposes and name of the proposed department, national affiliate, or associated organization and shall be signed by at least 250 members of the Association, distributed among at least 25 states, commonwealths, the Overseas Education Association, and the District of Columbia. . . .

Types

Section 2. The three classifications shall be department, national affiliate, and associated organization.

(a) Department

(4) Reports. Each department, shall file with the executive [secretary] *director* of the Association an annual report of official actions and such other information as may be requested.

(b) National Affiliate

(4) Reports. Upon request, each national affiliate shall file with the executive [secretary] *director* of the Association an annual report of official actions and such other information as may be requested.

(c) Associated Organization

(4) Reports. Upon request, each associated organization shall file with the executive [secretary] *director*

of the Association an annual report of official actions and such other information as may be requested.

Article XI—Finance

Receipts and Disbursements—General Fund

Section 3. All monies paid to the General Fund of the Association shall be turned over to the *secretary*-treasurer, who shall hold said monies in safekeeping. The *secretary*-treasurer may designate a deputy to perform such duties as he may delegate to him. Monies shall be disbursed only by checks and other written orders to depositories signed by the executive [secretary] *director* or any person designated by the executive [secretary] *director* and countersigned by the *secretary*-treasurer or any person designated by the *secretary*-treasurer.
Submitted by 50 delegates.

AMENDMENT NUMBER 16

Title: TO REMOVE THE FIVE-YEAR MEMBERSHIP REQUIREMENT FOR CANDIDATES FOR NEA OFFICE.

Article II—Officers

Qualifications

Section 2. A candidate for office shall [have been] *be* an active or life member of the Association; of a state, commonwealth, the Overseas Education Association, or the District of Columbia association; and of a local association, if such exists and he is eligible [for the five-year period immediately preceding his election].
Submitted by 2 state delegations, Pennsylvania, New York

AMENDMENT NUMBER 17

Title: TO REMOVE FROM THE PRESIDENT THE RIGHT TO APPOINT THE MEMBERS OF THE STANDING COMMITTEE ON RESOLUTIONS.

Article III—Executive Officers of the Association

Powers and Duties of the President

Section 4. The president shall preside at all meetings of the Association. He shall perform the duties which usually devolve upon the chief officer of such an association and the duties which are prescribed by the Charter and these Bylaws. He shall be a member ex officio of the Board of Directors, Executive Committee, and all committees of the Association, and shall serve as chairman of the Executive Committee and the Board of Directors. The president shall appoint the chairman and members of all committees of the Association, *except the members of the Standing Committee on Resolutions*, and fill any vacancies except as otherwise provided in these Bylaws and Standing Rules. The president shall appoint annually one member of the Executive Committee (other than treasurer or vice-president) to serve on the Committee on Program and Budget. The program of the annual meeting shall be prepared under his direction.
Submitted by 50 delegates.

AMENDMENT NUMBER 18

Title: TO REDUCE FROM FIVE YEARS TO THREE YEARS THE MEMBERSHIP REQUIREMENT FOR CANDIDATES FOR OFFICE.

Article II—Officers

Qualifications

Section 2. A candidate for office shall have been an active or life member of the Association; of a state, commonwealth, the Overseas Education Association, or the District of Columbia association; and of a local association, if such exists and he is eligible, for the [five] *three*-year period immediately preceding his election.
Submitted by 50 delegates.

AMENDMENT NUMBER 19

Title: TO PERMIT A MEMBERSHIP REFERENDUM ON ACTIONS OF THE BOARD OF DIRECTORS OR THE REPRESENTATIVE ASSEMBLY; TO AUTHORIZE REPEAL OR AMENDMENT OF ANY ACTION ADOPTED BY REFERENDUM BY ANY SUBSEQUENT REPRESENTATIVE ASSEMBLY.

Article XV—Legislative Referendum

Section 1. The Board of Directors or the Representative Assembly may refer any of their actions to the active membership of the Association upon resolution by two-thirds of the respective body. Voting on legislative referendum shall be as provided in the Bylaws.

Section 2. Procedures under the referendum shall be set forth by the NEA Board of Directors.

Section 3. Any action adopted through the referendum process by the members of the Association may be repealed or amended by an affirmative vote of two-thirds of those members elected to any subsequent Representative Assembly.
Submitted by 50 delegates.

AMENDMENT NUMBER 20

Title: TO PROVIDE FOR A REFERENDUM OF THE MEMBERSHIP BY PETITION OF AT LEAST 10 PERCENT OF THE ACTIVE MEMBERS IN AT LEAST FIVE STATES PROVIDED THAT THE TOTAL NUMBER OF SIGNATURES REPRESENTS AT LEAST 5 PERCENT OF THE TOTAL ACTIVE NEA MEMBERSHIP: TO PERMIT REPEAL OR AMENDMENT OF SUCH ADOPTED REFERENDUM ACTION BY AN AFFIRMATIVE ⅔ VOTE OF ANY SUBSEQUENT REPRESENTATIVE ASSEMBLY.

Article XV—Popular Referendum

Section 1. Procedures under the referendum shall be set forth by the NEA Board of Directors. To invoke the referendum, petitions signed by at least 10% of the active members in at least five of the total number of states shall be required provided that the total number of signatures represents at least 5% of the total active NEA membership. Referendum petitions containing the required number of signatures shall be filed within sixty days of the date the action being referred to the membership was taken.

Section 2. Any action adopted through the referendum process by the members of the Association may be repealed or amended by an affirmative vote of two-thirds of those members elected to any subsequent Representative Assembly.
Submitted by 50 delegates.

AMENDMENT NUMBER 21

Title: TO PERMIT A STATE ASSOCIATION TO REQUEST OF THE BOARD OF DIRECTORS THE REDUCTION OF DUES OF PART-TIME COLLEGE INSTRUCTORS EARNING LESS THAN $6,000 GROSS; TO EMPOWER THE BOARD OF DIRECTORS TO REDUCE SUCH DUES TO NO LESS THAN $12.50.

Article I—Membership

Active Members

Section 3. (c) Rights and Dues. An active member shall be entitled to receive the Journal of the Association, to vote for delegates to the Representative Assembly, to serve as a delegate to the Representative Assembly, and to hold elective or appointive office. Annual dues of active members shall be $25, *except that a state association may present to the NEA Board of Directors a proposal to allow dues reduction for part-time college faculty earning less than $6,000 gross. The Board of Directors shall then be empowered to approve and implement such proposals which shall result in national per capita dues of no less than $12.50 per member from any state organization.*
Submitted by 50 delegates.

AMENDMENT NUMBER 22

Title: TO ESTABLISH SEPTEMBER 1 AS THE STARTING POINT FOR TERMS OF OFFICERS AND UNLESS PROVIDED OTHERWISE BY THE EXECUTIVE COMMITTEE, THE TERMS OF MEMBERS OF COMMITTEES, COMMISSIONS, AND COUNCILS.

Article II—Officers

Officers

Section 1. . . . The terms of officers shall begin [at the close of the annual session of the Representative Assembly] *on September 1.*

Article IV—Board of Directors

Election and Term of State Directors

Section 2. (c) Terms.

. . . All terms shall begin [as of midnight on the day of adjournment of the Representative Assembly] *on September 1.* The nominees shall be specifically designated according to position and term of office at the time of their nomination.

Article VIII—Standing Committees, Joint Committees, Commissions, and Councils

Selection of Members

Section 3. . . . Except as otherwise provided by the Executive Committee, the terms of members of committees, commissions, and councils shall begin [at the close of the annual session of the Representative Assembly] *on September 1.*
Submitted by the Bylaws & Rules Committee at the request of the Board of Directors.

AMENDMENT NUMBER 23

Title: TO MAKE LOCAL ASSOCIATIONS RESPONSIBLE FOR TRANSMITTING THEIR NEA AND STATE DUES; TO REFUSE SEATING OF THAT LOCAL'S DELEGATES AT THE REPRESENTATIVE ASSEMBLY ANNUAL MEETING IF FAILURE TO FULFILL THAT OBLIGATION IS VERIFIED.

Article VII—Representative Assembly

Local Delegates

Section 5. . . . *Local associations shall be responsible for transmitting NEA and state dues on a schedule which permits compliance with the transmittal requirements in Article VIII, Section 4. If a state association certifies that a local has failed to fulfill the foregoing transmittal obligation, and such report is verified by the NEA Executive Secretary, the delegates of that local shall not be seated in the National Education Association Representative Assembly at the annual meeting.*
Submitted by the Bylaws & Rules Committee at the request of the Board of Directors.

AMENDMENT NUMBER 24

Title: TO LIMIT THE SIZE OF THE REPRESENTATIVE ASSEMBLY TO NO MORE THAN 5,000; TO ALLOCATE TO AFFILIATES DELEGATES IN THE SAME PROPORTION TO 5,000 THAT ITS NEA MEMBERSHIP HAS TO THE TOTAL NEA MEMBERSHIP; TO ALLOCATE TO THE STATE DELEGATES EQUAL TO 20% OF THE TOTAL NUMBER OF DELEGATES ALLOCATED TO THAT STATE.

Article VII—Representative Assembly

Size

Section 4. The size of the Representative Assembly shall not exceed 5,000 in number. Each affiliated state, commonwealth association, the Overseas Education Association, and the District of Columbia, including affiliated local associations, shall be allocated delegate (and alternate) credentials in the same proportion to 5,000 that its NEA membership is to the total NEA membership.

State Delegates (Amended Section)

Section 5. (Former Section 4.) Each affiliated state, commonwealth association, the Overseas Education Association, and the District of Columbia shall be entitled to select [from its own membership one state delegate and one alternate to the Representative Assembly for each 100 of its members, or major fraction thereof, who are active or life members of the Association, up to and including 500 members. An association shall be entitled from its own membership to one delegate and one alternate for each additional 500 such members or major fraction thereof] *a number of state delegates (and alternates) equal to twenty percent (20%) of the total number of delegates allocated to the state.* State associations must transmit to NEA. . . .

Local Delegates (Amended Section)

Section 6. (Former Section 5.) [Each affiliated local association shall be entitled to one local delegate and one alternate to the Representative Assembly for each 100 of its members, or major fraction thereof, who are active or life members of the Association.] *Affiliated local associations within each affiliated state shall be allocated a number of local delegates (and alternates) equal to eighty percent (80%) of the total number of delegates allocated to the state. Local delegate and alternate credentials shall be allocated to local associations within each state in direct proportion to the number of NEA active or life NEA members within each local.* When there are two or more associations. . . .
Submitted by Bylaws & Rules Committee at request of Board of Directors.

AMENDMENT NUMBER 25

Title: TO PROVIDE FOR REPLACEMENT OF ANY MEMBER OF AN NEA COMMITTEE, COMMISSION, OR COUNCIL WHO CEASES TO BE A CLASSROOM TEACHER.

Article VIII—Standing Committees, Joint Committees, Commissions, and Councils

Selection of Members

Section 3. . . . In the event a classroom teacher is appointed to a position and ceases to be a classroom teacher prior to the expiration of his term he shall [resign and] be replaced by a classroom teacher. . . .
Submitted by the Bylaws & Rules Committee at the request of the Board of Directors.

AMENDMENT NUMBER 26

Title: TO CLARIFY THE MEANING OF OPEN NOMINATIONS WITH REGARD TO NOMINATIONS OF NEA DIRECTORS.

Article IV—Board of Directors

Election and Term of State Directors

Section 2. (b) Election. Each state, commonwealth, the Overseas Education Association, and the District of Columbia shall elect its own director or directors in accordance with these procedures. Only NEA members shall participate in the nomination and election of NEA directors. Nominations of NEA directors shall be open, [and they] *except where limitations are required to satisfy quotas consistent with NEA policy.*

Open nominations require that every eligible NEA member shall have the opportunity to nominate for the position of NEA director any other NEA member who meets the qualifications for office in Article II, Section 2, of the Bylaws. The names of all such nominees shall appear on the final ballot.

Directors shall be elected by secret ballot within their respective states. The NEA Director shall be elected. . . .
Submitted by the Bylaws & Rules Committee at the request of the NEA Board of Directors.

Proposed Amendments 27 through 31 deal with proposed changes in the new Constitution and Bylaws adopted by the 1973 Representative Assembly. These amendments require a two-thirds (⅔) vote to pass.

AMENDMENT NUMBER 27

Title: TO AMEND BYLAW 2-7 OF THE NEW CONSTITUTION AND BYLAWS ADOPTED BY THE 1973 REPRESENTATIVE ASSEMBLY TO PERMIT STUDENT NEA TO ESTABLISH AND COLLECT ITS OWN DUES.

Bylaw 2-7. Membership Dues.

c. [Dues of student members shall be one-fifth (⅕) the dues of active members. The student association shall have the right to assess its members beyond the dues established by the Representative Assembly.]

c. *Annual dues of student members shall be payable to Student NEA in such amounts as from time to time be established by the Student NEA.*

Submitted by 50 delegates.

AMENDMENT NUMBER 28

Title: TO AMEND THE NEW CONSTITUTION AND BYLAWS ADOPTED BY THE 1973 REPRESENTATIVE ASSEMBLY BY DELETING CONSTITUTION ARTICLE V AND BYLAWS 5 AND SUBSTITUTING NEW PROVISIONS FOR COMPOSITION, TERMS, FUNCTIONS AND IMPEACHMENT OF THE BOARD OF DIRECTORS IN A NEW ARTICLE V OF THE CONSTITUTION.

Article V—Board of Directors

[Section 1. **Composition.** The Board shall consist of at least one (1) director from each association affiliated with the Association as a state affiliate; such state unit shall be entitled to an additional director for each 20,000 active members of the Association. The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.

a. At least one (1) director elected within each state shall be a classroom teacher and the total number of additional directors representing the members in each state affiliate shall be on the basis of proportional representation by educational position of NEA members.
b. In the event that the first three (3) directors from a state do not include at least one (1) ethnic-minority person, the fourth director shall be from an ethnic-minority group.
c. Members from ethnic minorities shall comprise at least twenty (20) percent of the Board. The Representative Assembly shall elect additional directors as appropriate to insure such ethnic-minority representation. Candidates for these positions shall be nominated by the ethnic-minority delegates at the Representative Assembly.
d. Administrators shall be represented on the Board in proportion to their membership in the Association. If the percentage of administrators elected to the Board of Directors fails to achieve proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are administrators.
e. Classroom teachers in higher education shall be represented on the Board in proportion to their membership in the Association. If the percentage of classroom teachers in higher education elected to the Board of Directors fails to achieve proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are classroom teachers in higher education.

Section 2. **Term of Office.**

a. The term of office shall be three (3) years.
b. Directors shall serve no more than two (2) terms.
c. All candidates shall have been active members of the Association for at least five (5) years immediately preceding the election.

Section 3. **Functions.** Consistent with the goals and objectives and the existing policies of the Association, the Board of Directors shall act for the Association between meetings of the Representative Assembly and in addition shall have the sole responsibility for any matter expressly delegated to it by the Representative Assembly.]

[5. BOARD OF DIRECTORS]

[5–1. **Election**

a. A majority vote of those voting shall be necessary to elect an NEA director. Except as otherwise provided in Article V of the Constitution, members of the Board of Directors shall be elected by secret ballot for each individual office (i) by the active NEA members within each state or, (ii) by the NEA members elected to serve as delegates to the state representative body.
b. Nominations of directors shall be open, except where limitations are required to comply with the provisions of Article V.
c. Terms of the directors shall be staggered.

5–3. **Vacancies.** Vacancies arising in the office of state directors held by persons elected within the state shall be filled upon recommendation of the state association by the Board of Directors when in session, or when not in session, by the Executive Committee. Vacancies arising in the office of director held by persons elected by the Representative Assembly shall be filled by the Board of Directors when in session, or when not in session by the Executive Committee, upon recommendation of the President. Persons filling vacancies shall be from the same category as the member being replaced and shall serve until the first opportunity that a successor director may be elected in accordance with the regular election procedure.

5–5. **Membership Restriction.** A director shall immediately relinquish his position on the Board when he ceases to be employed in the category which he represents.

5–7. **Functions.** The Board:

a. Shall implement policies established by the Representative Assembly;

b. Shall determine the time and place of the Annual Meeting and in the event of an emergency, shall have the power to postpone the Annual Meeting by a two-thirds (⅔) vote;

c. Shall provide for ethnic-minority representation on all committees over which it has direct control;

d. Shall establish procedures and/or requirements for affiliation consistent with the standards as set forth in the Bylaws.

e. May establish a committee to review and to recommend recognition or withdrawal of recognition of a Special Interest Group;

f. Shall receive all reports of the Executive Director, or the Secretary-Treasurer, and of committees, and shall transmit with its recommendations such reports as may be appropriate to the Representative Assembly;

g. May authorize upon recommendation of the Executive Committee, the establishment of contractual relationships between the Association and non-affiliated groups whose policies or practices are not discriminatory. Such relationships shall exist to promote specific mutual objectives. Each relationship shall be reviewed at least annually to determine continuation;

h. Shall set the salaries of the executive officers except that the salaries shall not be increased or decreased during the term of office for which these officers shall have been elected.

5–9. **Fiscal Powers.** The Board shall propose the Budget to the Representative Assembly. The Board shall discharge such other fiscal responsibilities as the Representative Assembly may delegate to it.

5–11. **Meetings.**

a. The Board shall meet four (4) times per year and at other times it deems necessary to conduct the business of the Association.

b. One meeting shall be held in connection with the Annual Meeting.

c. The President or a majority of the members of the Board shall determine the time and place of meetings.

d. Due notice of all meetings shall be given.

e. The Board shall enact rules and procedures to govern the conduct of its meetings.]

Article V—Board of Directors

Section 1. Composition. The Board shall comprise the three (3) executive officers and additional directors as prescribed herein who shall be officers of the Association.

a. Directors shall be responsible to the Representative Assembly.

b. Directors shall be elected and subject to recall in accordance with procedures established in the Bylaws of each state affiliate. Voting shall be by secret ballot and a majority shall be required for election. Vacancies which occur by death, resignation or inability to serve shall be filled by interim appointment or election at the option of the state affiliate.

c. Each state affiliate shall be entitled to elect one Director for each 2% or major fraction thereof of the total Association membership contained within the membership of the state affiliate, except that each state affiliate shall be entitled to elect a minimum of one Director.

d. In addition to the foregoing, the Representative Assembly shall be entitled to elect each year the number of at large racial and ethnic minority Directors required to bring the percentage to at least twenty (20) of such Directors serving on the Board of Directors.

e. The Board of Directors shall be responsible for establishing policies to insure that state affiliates electing more than two Directors provide for representation of racial and ethnic minorities within their entitlement.

Section 2. Terms and Qualifications.

a. The term of office shall be three (3) years.

b. Directors shall serve no more than two (2) consecutive terms and no individual shall serve on the Board in any capacity for more than ten (10) years during his lifetime.

c. Candidates for the office of Director shall have been active members for at least the three (3) years immediately preceding election.

Section 3. Functions.

a. The Board shall act for the Association and make all corporate policy decisions between meetings of the Representative Assembly; it shall propose the annual budget and shall be responsible for the fiscal management of the Association.

b. The Board of Directors shall establish a Judicial Affairs Subcommittee which shall hold hearings in any questions of censure, suspension, or expulsion of a member, or of disaffiliation of an association. Throughout all hearings and other procedures, due process shall be guaranteed to all parties. Upon determination that the evidence justifies further action, the Judicial Affairs Subcommittee may formulate specific charges and refer cases to the Board of Directors for final decision.

c. The Board shall direct that adequate bonds be required of the Executive Director, of the Secretary-Treasurer, and of such other individuals as it shall determine.

d. The Board shall select the Executive Director and determine the terms of his contract as provided in the Bylaws.

e. The Board shall be responsible for the conduct of negotiations with all staff.

Submitted by two state delegations, Georgia, West Virginia

AMENDMENT NUMBER 29

Title: TO AMEND BYLAW 10-5 OF THE NEW CONSTITUTION AND BYLAWS ADOPTED BY THE 1973 REPRESENTATIVE ASSEMBLY TO GIVE PROFESSIONAL EDUCATORS WHO ARE STAFF MEMBERS ACTIVE MEMBERSHIP STATUS WITH CERTAIN EXCEPTIONS.

Article 10. Executive Director and Staff

10–5. **Staff: Principles.** The following principles shall govern employment and functions of staff as agents of the Association:

a. Local, state, and national staff shall be eligible [only] for Staff membership [and shall not hold elective or appointive positions at any level] *and shall have all the privileges of active members, except that they shall not vote or hold office in NEA where NEA funds are substantially used in any way, directly or indirectly, towards the payment of their salaries.*

Submitted by 3 state delegations, Georgia, New Jersey, West Virginia

AMENDMENT NUMBER 30

Title: TO AMEND ARTICLE IV, BYLAW 5 OF THE NEW CONSTITUTION AND BYLAWS ADOPTED BY THE 1973 REPRESENTATIVE ASSEMBLY TO CHANGE THE LENGTH OF TERM OF EACH EXECUTIVE OFFICER FROM TWO YEARS TO ONE YEAR; TO REMOVE FROM THE BYLAW THAT THE EXECUTIVE OFFICERS SHALL BE SALARIED, FULL-TIME OFFICERS; TO RESTRICT A PERSON'S RIGHT TO BE ELECTED OR RE-ELECTED TO EXECUTIVE OFFICE IF THE HOLDING OF SUCH OFFICE WOULD EXCEED THE MAXIMUM PERMISSIBLE TIME ON THE BOARD OF DIRECTORS.

Article IV—Executive Officers

Section 3. **Elections, Terms, and Salaries**

[a. In even numbered years, the President and the Vice-President shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.

b. In odd numbered years, the Secretary-Treasurer shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.

c. The terms of the president, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is selected, unless otherwise provided in this Constitution. An executive officer shall serve no more than two (2) terms in the office to which elected.

d. The executive officers shall serve full time; their salaries shall be established by the Board of Directors.]

a. The President and the Vice-President shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance wtih the Bylaws and the Standing Rules.

b. The Secretary-Treasurer shall be nominated at and elected by the Representative Assembly at the Annual Meeting in accordance with the Bylaws and the Standing Rules.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be one (1) year beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than two (2) terms in the office to which elected. No person shall be elected or re-elected to executive office when the holding of such office shall cause the maximum permissible time for service on the Board of Directors to be exceeded.

Bylaw 5–7 Functions. The Board:

[h. Shall set the salaries of the executive officers except that the salaries shall not be increased or decreased during the terms of office for which these officers shall have been elected.]

Submitted by 3 state delegations, Georgia, New Jersey, West Virginia

AMENDMENT NUMBER 31

Title: TO REPLACE ARTICLE VI AND DELETE BYLAW 6 OF THE NEW CONSTITUTION AND BYLAWS ADOPTED BY THE 1973 REPRESENTATIVE ASSEMBLY; SUCH NEW ARTICLE TO PROVIDE FOR CHANGES IN THE ESTABLISHMENT, COMPOSITION, POWERS, DUTIES, FUNCTIONS OF THE EXECUTIVE COMMITTEE AND A PROCEDURE TO PERMIT THE TERMINATION OF THE EXECUTIVE COMMITTEE.

Article VI—Executive Committee

[Section 1. **Composition.** The Executive Committee shall consist of the three (3) executive officers and six (6) members who shall be officers of the Association.

a. The executive officers and the six (6) members of the Executive Committee shall be nominated and elected at large by the Representative Assembly by majority vote and by secret ballot for each individual office.

b. Members from ethnic minorities shall comprise at least twenty (20) percent of the Executive Committee. The Representative Assembly shall elect additional Executive Committee members as appropriate to insure such ethnic-minority representation. Candidates for these positions shall be nominated by the ethnic-minority delegates at the Representative Assembly.

Section 2. **Qualifications and Term of Office**

a. Terms of the Executive Committee members other than the executive officers shall be three (3) years beginning September 1 following the election. Such members of the Executive Committee shall not serve more than two (2) terms.

b. All candidates shall have been active members of the Association for at least five (5) years immediately preceding the elections.

Section 3. **Functions.** Consistent with the goals and objectives and the existing policies of the Association, the Executive Committee shall act for the Association between meetings of the Board of Directors and in addition shall have the sole responsibility for any matter expressly delegated to it by the Representative Assembly and/or the Board of Directors.

Section 4. **Impeachment.** Officers of the Association may be impeached for violation of the *Code of Ethics of the Education Profession*, for misfeasance, for malfeasance, or for nonfeasance in office.

a. Impeachment proceedings against an officer may be initiated by written petition submitted to the Review Board by at least fifteen (15) percent of the certified delegates to the Representative Assembly.

b. If, after a due process hearing, a two-thirds (⅔) vote of the Review Board shall sustain the charge, the office shall become vacant.

c. The officer may appeal the decision to the Board of Directors.]

[6. EXECUTIVE COMMITTEE]

[6–1. **Election.** The Executive Committee shall consist of nine (9) members: President, Vice-President, Secretary-Treasurer, and six (6) members elected at large by the Representative Assembly. Two (2) of the six (6) at-large members shall be elected each year.

6–3. **Vacancies.** The Executive Committee shall be authorized to fill vacancies in its body until the next Representative Assembly.

6–5. **Functions.** The Executive Committee shall have the power to make decisions consistent with the provisions of the Association's Constitution and Bylaws and actions of the Representative Assembly.

a. Shall, upon recommendation of the Executive Director, approve or reject for cause applications for membership and make assignments to membership classes;

b. Shall charter affiliates pursuant to standards established by the Representative Assembly and requirements or procedures consistent with such standards which may be adopted by the Board of Directors.

c. Shall have the power to censure, suspend, or expel an affiliate pursuant to procedures adopted by the Board of Directors. An association may appeal such decision to the Board of Directors;

d. Shall have the power to reinstate an affiliate pursuant to procedures adopted by the Board of Directors;

e. Shall enter into contracts with state affiliates for dues transmittal as provided in Bylaws 2-9; and

f. Shall, upon recommendation of the Executive Director, approve or reject appointments of management personnel at the level of unit administrator or higher.

6–9. **Fiscal Powers.** The Executive Committee shall:

a. Administer the Capital Improvement Fund;

b. Appoint annually an independent auditing agency with the recommendation of the President and transmit the report of the auditing agency to the Board of Directors;

c. Direct that adequate bonds be required of the Executive Director, of the Secretary-Treasurer, and of such other individuals as it shall determine;

d. Discharge such other fiscal responsibilities as the Representative Assembly and/or the Board of Directors may delegate to it.

6–11. **Meetings.** The Executive Committee shall enact rules and procedures to govern the conduct of its meetings.]

Article VI—Executive Committee

Section 1. Establishment. The Board of Directors shall authorize and appoint an Executive Committee to act for the Board during the interim between its meetings.

Section 2. Powers, Duties, and Functions. The powers, duties, and functions of the Executive Committee shall be those specifically delegated to it by the Board of Directors. Any actions taken by the Executive Committee within such delegation(s) of powers shall be treated the same and have the same effect as if taken by the Board of Directors. Such delegation(s) of powers shall be subject to modification by the Board as it feels necessary.

Section 3. Appointment of Executive Committee. The Executive Committee shall consist of the three executive officers and such additional Directors as the Board may from time to time choose, except that no such additional Directors may be chosen so as to give more than one seat on the Executive Committee to persons from the same state. At least twenty percent (20%) of the members of the Executive Committee shall be from racial and ethnic minorities.

Section 4. Terms of Office. The Board of Directors may terminate its Executive Committee in whole or in part at any time it so chooses and appoint another. Service on the Executive Committee shall be limited to currently active members of the Board of Directors.

Submitted by 3 state delegations, Georgia, New Jersey, West Virginia

RULES AMENDMENTS

(Require a majority vote unless otherwised noted.)

AMENDMENT NUMBER 1

Rule 6. Order of Business and Debate

(h) A roll call vote shall be taken only after approval, by a standing vote, of [a majority] *one-third* of delegates present. Supervision and counting of roll call votes shall be in charge of the Bylaws and Rules Committee.

Intent: To reduce the number of votes needed to approve the call for a roll call vote.

Submitted by 25 delegates.

AMENDMENT NUMBER 2

Rule 10. Elections

Election. (b) The candidates receiving the highest number of votes, after the minimum requirement as set forth in Article V, Section 1, requiring classroom teacher places, has been met, shall be declared elected, *provided that a majority vote is received by each such elected person. In the event that a runoff is needed, the runoff ballot shall contain in descending order the names of the candidates receiving the highest number of votes in the first ballot, listing only one more candidate than the number of offices to be filled.* Immediately following the official count, the names of those elected and the results of any other balloting shall be posted at the voting booths.

Intent: To insure that NEA officers elected by the Representative Assembly shall be elected by a majority vote.

Submitted by 25 delegates.

AMENDMENT NUMBER 3

Rule 8. Committee and Procedure

(The following amendment is deemed improper and out of order by the Bylaws and Rules Committee. It will not be submitted for a vote because it is contrary to Article III, Section 4, providing that the president shall appoint the members of all committees of the Association.)

Standing Committee. The Standing Committee on Resolutions shall be [appointed by the president for rotating terms of five years.] *elected by the members of the Resolutions Committee for rotating terms of five years. During the last working session of the Resolutions Committee at the annual NEA Representative Assembly, the Resolutions Committee members, acting as a committee of the whole, shall fill by plurality election from among its then current ranks, all expiring and vacant posts on the Standing Committee for the subsequent year. Standing Committee posts vacated between working sessions shall be filled from the current membership of the Resolutions Committee by the Standing Committee for the interim period before the next regular election by the Resolutions Committee.* The president shall annually appoint from [this group] *the Standing Committee* a chairman. This Standing Committee shall select a vice-chairman and a secretary from among its own membership. It shall meet *in March and then* prior to the opening meeting of the Representative Assembly to draft proposed resolutions.

Intent: To provide that the Standing Committee on Resolutions shall be elected by the NEA Resolutions Committee.

Submitted by 25 delegates.

AMENDMENT NUMBER 4

New Rule 12.

There shall be no smoking in the Representative Assembly.

Intent: To prohibit smoking in the Representative Assembly.

Submitted by 25 delegates.

AMENDMENT NUMBER 5

Rule 12.

Delegates who smoke may not abuse the right of non-smoking delegates to breathe clear air. Delegates who wish to smoke will do so outside of the arena in which the Representative Assembly is held.

Intent: To restrict smoking during the Representative Assembly to areas outside the arena in which the Representative Assembly is held.

Submitted by 25 delegates.

NEA 1974 TRAVEL SPECIALS

A complete description of these tours may be ordered by using the coupon below.

★*ORIENTAL HOLIDAY (OH)*—17 days, 15 nights in Tokyo, Bangkok, Hong Kong: $795 (+ 10% tax/service) from Wash., D.C., and Memphis on June 24; from Atlanta and Chicago on June 29; from Philadelphia and St. Louis on July 4; from Baltimore and Detroit on July 9; from Philadelphia and Minneapolis on July 19; from N.Y.C. and Pittsburgh on July 24; from Boston and Chicago on July 29; from N.Y.C. and Kansas City on Aug. 3; from Wash., D.C., & Chicago on Aug. 8; from Baltimore and N.Y.C. on Aug. 13; and from Los Angeles on June 23, June 30, July 7, July 14, July 21, July 28, Aug. 4, Aug. 11.

★*RENDEZVOUS IN RIO (RB)*—Week-long tours to Rio de Janeiro, Brazil, which include round-trip transportation, 7 nights in a downtown first-class hotel, plus other features: $349* from Boston & N.Y.C. on July 2; $379* from Chicago & St. Louis on July 9; $379* from Chicago & Atlanta on July 16; $349* from N.Y.C. & Baltimore on Aug. 6; $379* from Chicago & Cleveland on Aug. 20; $349 from N.Y. & Pittsburgh on July 23. (* Add 15% tax/service.)

IBERIAN IDEALS (IB)—15-day tours to Madrid & Lisbon; $468 from N.Y.C.; departures July 3, July 17, July 31, & Aug. 14, via Pan Am 747 jet.

ANDALUSIAN SPAIN (AS)—15-day tours Madrid/Granada/Torremolins/Seville & Lisbon; $498 from N.Y.C.; departures July 3, July 17, July 31, & Aug. 14.

HOLIDAY IN SCANDINAVIA (SCAN)—22-day tour; $1150 from N.Y.C., departures July 11 & July 26.

★*NORTH CAPE CRUISE PLUS SPITSBERGEN (NCS)*—22-days (incl. 15-day cruise) from N.Y.C. departing July 18; $1100 + $18 port taxes.

★*BLACK SEA INTRIGUE (BSI)*—22-days (incl. 15-day cruise) from N.Y.C. departing July 4, July 18, & Aug. 1; $1045 + $18 port taxes.

GREEK ISLAND WONDERS PLUS TURKEY OR ISRAEL (IGW)—22 days (incl. 11-day cruise) from N.Y.C. departing for Turkey on July 4 and Israel on July 18; $1100 + $18 port taxes.

HOLY LANDS/EASTERN MEDITERRANEAN (ME-1, 2, 3)—15 days in Lebanon, Egypt, Jordan, Israel & Turkey; from N.Y.C. $995; departures July 10, July 17, Aug. 7.

★*PATHS OF GLORY, ROUTE OF ALEXANDER THE GREAT (ALEX)*—32-day expedition in Iraq, Kuwait, Iran, Pakistan & Turkey; $2198 from N.Y.C. on July 3.

BUDAPEST TO SOCHI (R-1, 2)—22-day tours to Prague, Moscow, Volgograd, Sochi, Kiev, Leningrad, Budapest & Copenhagen; $1298 from N.Y.C., with departures on July 3 and July 31.

SOUTH PACIFIC HIGHLIGHTS (PC-1/7)—17-day tours to Sydney, Auckland, Rotorua & Nandi from San Francisco; $895, with add-on fares from N.Y., Boston, St. Louis, Dallas, Chicago & Detroit; departures June 26, July 3, July 10, July 17, July 24, July 31, & Aug. 7.

★*SWINGING GLOBETROTTER (RW-8, 9, 10)*—World budget tours to Italy, Lebanon, Kuwait, India, Thailand, Hong Kong & Japan, with deluxe accommodations; $1398 from N.Y.C., departures on July 1, July 8, July 15.

★*NEA'S WORLD ADVENTURE (RW-3, 4, 5, 6)*—30 days in Japan, Hong Kong, Thailand, India, Pakistan, Lebanon, Jordan, Israel & Egypt; from San Francisco, on June 28, July 5, July 12, July 19; $1995 + 5% tax/service.

NEA TRAVEL/AIR INDIA OFFERS 15-DAY BUDGET TOURS WITH PRICES GUARANTEED BY NEA

LONDON & . . . 8 tours from N.Y.C./J.F.K., as announced in *Today's Education*, pp. 52/53 (Mar./Apr.). Available to members, relatives, and friends.

Prices guaranteed on this series, each of which will include 6 nights in London (except AIL, AIF, & AIB, which consist of 2 weeks in Britain).

Code	Destination	Price*	Departure dates
AIL	London only	$495	June 13; June 27; July 11; July 25; Aug. 1; Aug. 15.
AIF	Two weeks in Britain Fly & Drive Holiday	$495	Same as above
AIB	London & Beyond incl. fly/drive	$495	Same as above
AIP	London & Paris	$595	Same as above
AIR	London & Rome	$695	Same as above
AIM	London & Moscow/ Leningrad	$895	Same as above
AIA	London & Athens	$795	Same as above
AIV	London & Budapest/ Vienna	$795	June 13; June 27; July 4; July 11.

* Add 10% tax/service to all prices quoted above. Prices and departures guaranteed, plus first-class hotels.

TWO AUGUST DEPARTURES SET FOR SUMMER FESTIVAL—$985 GUARANTEED PRICE BY NEA

SUMMER FESTIVAL (SF), the 16-day series of tours of Germany and Austria highlighting the cultural aspects of both countries. Dates of all tours:

SF-1 July 2-July 17 SF-3 Aug. 5-Aug. 19
SF-2 July 9-July 24 SF-4 Aug. 12-Aug. 26

Each tour will include round-trip transportation, hotel accommodations, sight-seeing, transfers, most meals. A Broadway show will be included in N.Y.C. on the evening before departure. Following overnight in New York, there will be a morning orientation on the second day before transferring to J.F.K. International Airport for early evening flight by Lufthansa Airlines to Berlin, via Cologne.

3rd thru 5th Days—BERLIN. Half-day tours to include East and West Berlin.

6th and 7th Days—BERLIN/MUNICH. Morning flight to Munich, capital of Upper Bavaria. Your time here is unstructured.

8th Day—MUNICH/VIENNA. Afternoon city tour.

9th and 10th Days—VIENNA.

11th thru 13th Days—VIENNA/SALZBURG. Motor to Salzburg on 11th day. Sight-seeing will include Mozart's birthplace, Salzburg Cathedral, Hohensalzburg Fortress.

14th and 15th Days—SALZBURG/INNSBRUCK. A mid-morning motorcoach trip will take you to Innsbruck, one of the loveliest of Alpine cities.

16th day—INNSBRUCK/MUNICH/NEW YORK. Arrive at J.F.K. Airport in N.Y.C., where tour ends.

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For Office Use

nea reporter

May 1974, Vol. 13, No. 3 Published by the National Education Association Washington, D.C. 7

POLITICAL ACTION BY TEACHERS MAKES A DIFFERENCE IN MICHIGAN

NEA President Helen D. Wise confers with Democrat J. Robert Traxler, who won a spectacular upset victory in Michigan's Eighth Congressional District on April 16. He credited teachers with playing a significant part in his winning campaign. Endorsed by NEA-PAC and by state and local teacher political action groups, Traxler won despite a personal visit to the district by President Nixon, who campaigned for the GOP candidate, James Sparling. The district had been Republican for 42 years.

ONE SUCCESS FROM YOUR NEA-PAC DOLLARS. HAVE YOU CONTRIBUTED? SEE NEXT PAGE.

FLORIDA TEACHERS REJECT MERGER

MIAMI BEACH, FLORIDA—Teachers here have rejected a proposed merger of the Florida Education Association and the Florida AFT, an AFL-CIO union.

The teachers' decision was made through their representative assembly, whose delegates met here with one vote for every ten Florida members. The assembly voted down the proposed agreement by a margin of nearly 300 votes.

Carl Harner, NEA director from Florida, called the vote "a decisive victory for Florida teachers and their association."

nea helping teachers teach

WISCONSIN TEACHERS FIGHT STRIKEBREAKING

Sheriff's deputies hold teacher picket line in check in Hortonville, Wisconsin. Some 70 teachers, teacher leaders, and others have been arrested during the months'-long strike.

HORTONVILLE, WISCONSIN—Financial support poured in last month from all over the state for 84 teachers who were fired and replaced by strikebreakers here in the wake of a strike which began March 18.

The situation here was incredible, with the board of education, the state department of public education, police, and a local vigilante group all conspiring to rid this small village of the NEA-affiliated Hortonville Education Association.

(Continued on back page)

TEACHERS RALLY FOR NEW HAMPSHIRE COLLEAGUES

New England teachers join TREA members in a two-mile trek across the state line to the rally in Haverhill, Massachusetts.

TIMBERLANE, NEW HAMPSHIRE—Nearly 900 teachers from all over New England converged on this small community April 30 rallying support for the intrepid Timberlane Regional Education Association. At press time, the 104 TREA teachers had been on strike for 10 weeks—the longest in NEA's history.

After four years of trying to negotiate a group contract with an obstinate board of education, Timberlane teachers struck their schools in late February.

Teachers in buses and cars from six New England states

(Continued on back page)

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NEA PRESSES FOR ADEQUATE FEDERAL SCHOOL $ $

WASHINGTON, D.C.— NEA is pressing Congress to move quickly to assure adequate and timely federal funding for public schools in 1974-75.

The Labor-HEW Appropriations Subcommittee will begin hearing testimony on the fiscal 1975 budget May 13, and NEA with its allies in the Committee for Full Funding will propose substantial increases for elementary, secondary, and higher education.

The Administration budget would maintain federal funding of elementary and secondary schools at about eight percent of total revenues—a figure HEW Secretary Weinberger dubbed a "satisfactory percentage." NEA's position is that the federal share should be at least one-third, and that the 1975 budget request of $6 billion for all levels of education is totally inadequate—especially because of rising costs and runaway inflation.

A $2.8 billion portion of funds for distribution in advance of 1974-75 will be asked by the Administration if "acceptable" authorizing legislation is passed by June 30—the expiration date for ESEA and impact aid.

The House has already passed an ESEA extension bill (HR 69), and the Senate at press time was preparing for debate on its version of the bill (S 1539). HEW Secretary Weinberger said in April that he was "getting worried" about the pace of Congressional action on ESEA.

Collective Bargaining

Sen. Harrison A. Williams (D-N.J.) has introduced a bill (S 3295) to guarantee collective bargaining rights for teachers and other public employees. The measure was referred to the Committee on Labor and Public Welfare, which Williams chairs. It is identical to HR 8677, introduced in the House last year by Rep. William Clay (D-Mo.), a member of the Education and Labor Committee, and Rep. Carl D. Perkins (D-Ky.), committee chairman. Both bills were initiated by NEA.

Unemployment Compensation

NEA testified April 23 before the House Ways and Means Committee on a measure to amend and broaden unemployment compensation legislation. President Helen Wise called for language to bring teachers under mandatory coverage. Only seven states currently include teachers.

NEA argued that a declining job market and increasing reductions in force require teacher coverage.

Indian Education

The Senate has passed a bill (S 1017) to give American Indian tribes greater self-government and to improve Indian education. The bill would authorize $130 million for the next two years for education of Indian children in public schools on or near Indian lands; $25 million over two years to higher education institutions for training professionals in Indian education; and $35 million a year for five years for school construction and renovation. The measure now goes to the House.

Meanwhile, NEA has filed a statement with the Senate and House Interior Appropriations subcommittees in an effort to secure additional funds for Indian education programs already authorized, such as the Indian education section of the 1972 Education Amendments, Bureau of Indian Affairs scholarships, and BIA Indian junior colleges.

Overseas Education

NEA testified April 10 on a bill (HR 5619) to correct inequities in overseas teacher benefits due to improper administration by the Department of Defense (DOD). Overseas Education Assn. Executive Secretary Arthur McLoughlin told the House Committee on Post Office and Civil Service widespread morale problems have been created by the disparity of benefits among teachers. Two specific areas which HR 5619 deals with are correction of inequities in salary and salary schedule placement. Other issues OEA wants Congress to deal with are sick leave, sabbatical leave, and dental care.

On April 25, NEA and OEA testified on a bill (HR 3157) to create a National Overseas Education Board within the Department of Health, Education, and Welfare. NEA and OEA support the concept of a single governing authority, but question the advisability and feasibility of having DOD overseas schools supervised by another executive agency.

Also Pending

The Senate Judiciary Committee has begun markup of S 1361, a bill to revise the 1909 **copyright law.** NEA seeks guarantee of "fair use" and "limited education exemptions" and retention of the current duration clause. The measure is still in committee in the House.

The House is expected to start debate soon on the NEA-backed **metric conversion** bill, HR 1234. The measure provides for a national program to make the metric system the official U.S. measurement system within ten years.

Legislation to increase **veterans' education benefits** by 13.6 percent passed the Senate earlier this year and is now at the hearing stage in the House Veterans' Affairs Committee.

House hearings are in progress on the **Women's Educational Equity Act** (HR 208), which provides funds for pilot projects to eliminate sex discrimination in employment and curriculum. A Senate counterpart has been incorporated in S 1539, the ESEA bill.

The Senate has passed and sent to the House a controversial bill (S 3044) to **reform federal election campaign financing.**

The NEA-backed **voter registration** bill, S 352, is expected to go to the House floor shortly. The bill (HR 8053 in the House) provides for voter registration in federal elections through postcard forms.

700 DISCUSS HUMANIZING EDUCATION

NEA President Helen Wise chats with teachers during the Human Rights Conference.

WASHINGTON, D.C.— One of the most historic steps towards humanizing education came 20 years ago May 17 when the U.S. Supreme Court handed down the *Brown vs. Board of Education* decision. More than 700 participants at NEA's Twelfth Conference on Human Rights in Education here April 19-21 were reminded of that landmark case as keynote speakers spoke of "Humanizing Education in the Seventies: Imperatives and Strategies."

NEA President Helen D. Wise urged all NEA members to work individually and collectively to "stop dehumanization of students and teachers." "Educational change is coming slowly," President Wise said. "The rich schools are getting richer and poor schools are getting poorer." She contrasted the 15 percent rise in the suburban tax base to the inner-city decrease and said the only answer is increased federal support of schools.

The NEA leader decried the 2 percent pittance that is presently allocated to education out of the federal budget. "School children, like hamburgers and gallons of gas, are statistics in the government's battle against inflation," she said. "The 1.5 million members of the National Education Association will reverse this situation, and place children first . . . we will put a friend of education in the White House in 1976."

Another key speaker, *Essence* magazine editor Marcia Gillespie, echoed NEA's theme when she told teachers to fight the American "assembly line" syndrome that pushes people to "make it" in society at the cost of individualism. "Today we hear about Black rights, Chicano rights, everyone's rights except children's," Gillespie said. "Children today are not represented by anybody." Contending that education is geared more to "making us socialized human beings," she urged that teachers emphasize "why we have minds and what they are to be used for."

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If you haven't given, stop reading. Get out your checkbook and do it now. Send a dollar or more, if you please, to NEA-PAC, by using the coupon at right. Remember, your dollars for NEA-PAC will help make the difference between a Congress that cares about education and one that doesn't.

If you have given, your contribution is deeply appreciated. It is already working toward the goal of electing a pro-education Congress.

Fight back! Give to NEA-PAC now.

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14,000 EXPECTED FOR ANNUAL MEETING IN CHICAGO

The unique youth group, Suitcase Theatre, will entertain at NEA's Chicago meeting.

Writer and historian Arthur M. Schlesinger, Jr., will deliver the keynote address at the first session of NEA's 112th annual meeting this summer in Chicago. Schlesinger, a Pultizer prize winner in history and in biography, will speak at 9:30 a.m., Friday, June 28.

Schlesinger's address will kick off a two-day Critical Issues Conference that will probe the role of teachers and teaching in a world rocked by such ethics and values issues as Watergate and the energy crisis. Other Critical Issues speakers include U.S. Rep. Barbara C. Jordan (D-Tex.) and psychiatrist Karl A. Menninger. Both will speak on June 28.

Common Cause chairman John W. Gardner, a former U.S. Secretary of Health, Education, and Welfare, will summarize the Critical Issues Conference at 11 a.m. Saturday, June 29.

Ten simultaneous seminars on critical issues will be held Friday afternoon and Saturday morning. They will deal with accountability, students as decision makers, programs in humanizing instruction, interdependence—peoples and nations, the school and the environment and energy, morality and ethics in government—an instructional dilemma, the role of education in creating a nonsexist society, the 20th anniversary of the Brown decision, federal funding of education, and freedom and justice.

About 14,000 are expected to attend the annual meeting, with some 10,000 serving as official delegates. The NEA Representative Assembly will meet Sunday, June 30; Monday, July 1; Tuesday, July 2; and Wednesday, July 3 at Chicago's McCormick Place.

NEA President Helen Wise, who will preside, said that the topics of the Critical Issues Conference—accountability, for example—will carry over as concerns of the Representative Assembly. In addition, she said that the NEA delegates would likely be discussing and acting upon such matters as job security—an issue of great concern, she said, in today's "Nixonomic" climate—school finance, testing, and bilingual education.

NEA leaders said they expect the Assembly will, for the first time in the Association's 117-year history, adopt a procedure for endorsement of a Presidential candidate in the 1976 elections.

Merger with the American Federation of Teachers, a lively topic of recent NEA meetings, may be placed on the back burner at Chicago, NEA leaders said. They pointed out that with 48 of NEA's state-level affiliates already unified and with the Association approaching its goal of 2 million members in an independent national organization, it is unlikely that NEA will change its current posture on the merger question.

The Assembly will be asked to ratify a revised Code of Ethics of the Education Profession and to continue the Code as an enforceable document. These actions will be recommended by the NEA Committee on Professional Ethics, which was directed by the 1973 Representative Assembly to present a proposal this year. The proposed revision and recommendation for enforceability were developed at a national conference last fall.

Copies of the proposed revision will be available at the Chicago meeting.

The NEA Task Force on Bilingual-Bicultural Education will report to the Representative Assembly. Recommendations will be made on a number of concerns, including adequate funding for bilingual-bicultural education, needs of students, and bilingual-bicultural awareness programs.

Two unusual highlights of the annual meeting will be an evening performance June 28 by the Suitcase Theatre—a unique youth group that reviews American life through poetry, music, dance, and drama—and a space-age satellite demonstration during the Representative Assembly on July 2. Modeled after NEA's weekly satellite radio meetings between members in Alaska and Hawaii, the demonstration will link the Chicago session with teachers in the Pacific area. The satellite program is being presented as one way of introducing NEA's planned role during the nation's Bicentennial Year celebration.

The annual Human Rights Dinner—at which NEA awards are presented for service in the field of human and civil rights—will be held Saturday night, June 29. Tickets may be ordered until June 8 for $12 from NEA Teacher Rights at NEA Center (make check out to "NEA Teacher Rights"). Tickets will be on sale in Chicago for $13.

Registration for the annual meeting opens Thursday, June 27, at noon. Because of new procedures, most NEA

(Continued on page 18)

DAY-BY-DAY LIST OF EVENTS

THURSDAY, June 27
12 noon-5 P.M.
NEA registration opens—McCormick Place
FRIDAY, June 28
9 A.M.
Exhibits open—McCormick Place
Film Theater opens—McCormick Place
9 A.M.-5 P.M.
Critical Issues Conference—McCormick Place
8 P.M.
Suitcase Theatre—Conrad Hilton
SATURDAY, June 29
9 A.M.-12 noon
Critical Issues Conference—McCormick Place
1-2:30 P.M.
Open hearings: budget; by-laws—McCormick Place
2:30-4 P.M.
Open hearings: ethics; resolutions—McCormick Place
6:30 P.M.
Human Rights dinner—Palmer House
SUNDAY, June 30
8 A.M.-12:30 P.M.
State delegation meetings
2 P.M.
Delegate registration closes
Exhibits close
Film Theater closes
2-6 P.M.
Representative Assembly—McCormick Place
MONDAY, July 1
8-9:30 A.M.
State delegation meetings
10:30 A.M.
Representative Assembly—McCormick Place
8 P.M.
Friendship Night
TUESDAY, July 2
7-9:30 A.M.
State delegation meetings
10:30 A.M.
Representative Assembly—McCormick Place
5 P.M.
Satellite presentation
Nondelegate registration closes
WEDNESDAY, July 3
7 A.M.
Polls open—McCormick Place
7:30 A.M.
Representative Assembly—McCormick Place
3 P.M.
Polls close
10 P.M.
President's Inaugural Ball—Conrad Hilton

FLORIDA COUNTY AFFILIATE OUSTED

WASHINGTON, DC— NEA President Helen D. Wise announced that the Dade County Classroom Teachers Association has been expelled from NEA. The NEA Executive Committee terminated the affiliation of the DCCTA because the local association has entered into a merger requiring affiliation with the AFL-CIO in direct violation of an NEA policy prohibiting such a merger, she said. The decision follows a procedural hearing held March 18 by the Executive Committee.

The policy, adopted by NEA's 1973 Representative Assembly in New Business Item 52, provides that "the NEA and its affiliates will not enter into a merger requiring affiliation with the AFL-CIO or any other labor organization."

In announcing the decision, Wise said that the members of the Association through their Representative Assembly democratically enact the policies which officers and staff are obligated to execute. She pointed out that the action expelling the DCCTA is consistent with the Executive Committee's responsibility to follow the decisions of NEA's highest governing body, the Representative Assembly. In its decision, the NEA president said, the Executive Committee had noted that "the DCCTA freely concedes that it has violated New Business Item 52 by entering into a merger agreement with the Dade Federation of Teachers."

The action denies DCCTA the services and professional contacts enjoyed through its past affiliation with the NEA. Individual NEA members in Dade County will continue to have the membership rights and services available to other NEA members, she noted.

STUDY HITS ACCOUNTABILITY SYSTEM IN MICHIGAN

LANSING, MICHIGAN—An independent study released at a press conference here last month labels the Michigan Accountability System inoperative and counterproductive. The revealing report may well serve as a guide nationwide to bridge dangerous pitfalls many school systems have plunged into as a result of intense pressure from state and local governments, as well as the U.S. Office of Education.

Ernest House, left, listens approvingly as Wendell Rivers emphasizes, "Teachers should teach to the child, not to tests."

Although the Michigan Department of Education has launched a "bold and well-intentioned effort to reform educational practice, . . . the accountability model has not been thoroughly thought through and it has gathered momentum somewhat lacking in thoughtful control," according to the report prepared and released by three independent experts in evaluation and psychometrics.

Ernest House of the University of Illinois, Wendell Rivers of the University of Missouri at St. Louis, and Daniel Stufflebeam of Western Michigan University, authors of the critique, found many activities involving implementation of the accountability model were inconsistent with its intent.

Though contracted by the Michigan Education Association and NEA to investigate and analyze the Michigan accountability model, the authors maintained complete independence and freedom in writing, editing, and releasing their findings.

The proverbial cliche—"haste makes waste"—is the theme recapitulated throughout the panel's critique.

The Michigan Department of Education has "plunged ahead without adequate planning and testing . . . their motto seems to have been 'if in doubt, go ahead,' " the authors stated. "But Michigan is not without company, for many states have mandated that systems of accountability be implemented on a crash basis."

The Michigan accountability program had an "appealing conceptual scheme," the report said. But this failed to work out in practice. The authors found that common goals were developed by relatively few people and do not represent either a consensus or minimal objectives; and school districts have been given little help in developing school-based evaluation systems.

They found the most serious flaws in the assessment component. "It is too narrow in scope to serve as a needs assessment, and it has been implemented on an every-pupil basis without technical or utility justification. Overall, there is no clear evidence that state and local decision making is being served by the accountability model."

The authors told reporters at the news conference here that development of both objectives and test items was so hurried that only minimal involvement of teachers was possible.

Particularly distasteful to the panel is the practice of tying test score results to funding. They termed as "dubious" the practice of penalizing districts for insufficient gain in achievement scores by withholding state funds for the educationally disadvantaged. Another glaring defect, the panel said, is the "horrendous" expenditure of time and money necessary in implementing a statewide assessment program. The panelists said the cost for taxpayers and the school time that will be required as the state eventually implements every-pupil testing could mount into millions of dollars.

Evaluation of teachers on the basis of their students' test scores is "possibly one of the most unfortunate potentialities" of the Michigan program, panelists said. "Many factors influencing learning are not controlled by teachers; and test scores, while being good indicators of socio-economic class, are not good measures of what is taught in school."

MICHIGAN FINDINGS CONFIRM OUR WORST SUSPICIONS, NEA SAYS

WASHINGTON, D.C.—*Following are excerpts from a statement by NEA President Helen Wise in reaction to the Michigan panel's findings.*

We've known it all along—we teachers who have had direct and intensive interaction with children for five or more hours a day, year after year. We've know that many of the emerging state assessment programs are not only "ill-conceived," but that they are contributing to no apparent improvement in children's learning. And besides, they promise to eat up increasingly more of the taxpayers' dollars with little hope that the widely touted cost-benefit relationship can be shown.

The findings of the panel of House, Rivers, and Stufflebeam, who evaluated the Michigan assessment program, confirm some of our worst suspicions that the implementation of accountability systems is "counterproductive." The panel rightly identifies the crux of the matter when it says, "Teachers should try to teach to the child, not to state tests."

The panel's findings should lay to rest once and for all some old ghosts about using student test scores for evaluating teachers. While the panel found no instances in which teachers were fired on the basis of test scores, there were the not uncommon fears, distrust and threats associated with state assessment programs generally. Even the publication of test scores, as the panel rightly points out, results in assaults upon teachers and forces educators into the defensive posture of concentrating on public relations rather than improvement of instruction.

We (NEA) are not defensive about the general concept of accountability. The United Teaching Profession has long been involved in constructive activities for improving school and student evaluation. And almost all teachers, as individuals, take with high seriousness a commitment to carry out their professional assignments in the most responsible manner they know and are able to, considering the many varying conditions under which they must perform. Our members believe that less than this is unacceptable.

We concur with the recommendations of the panel, and propose others from the work of the NEA on accountability. Firstly, putting assessment on a local voluntary basis would be a start. We also subscribe to the panel's recommendation for more emphasis on school-based evaluation. And such locally-based evaluation should employ a broad range of devices beyond tests—student interviews, simulations, actual performances, evaluation of the products of student performance, and self and peer evaluation.

ASSOCIATIONS TAKE TEACHER FIRING TO SUPREME COURT

SIOUX CITY, IOWA—NEA and the Iowa State Education Association announced here that they are taking to the U.S. Supreme Court the case of an Iowa elementary teacher who was denied reappointment because of her pupils' low test scores.

The teacher, Norma Scheelhaase, was denied reappointment in the Woodbury Central Community School District for the 1970-71 school year. ISEA and NEA also supported litigation of her case at the federal district and appeals court levels. She petitioned the High Court to review an unfavorable ruling in the U.S. Court of Appeals for the Eighth Circuit. The district court had ruled in her favor.

NEA Vice-President James A. Harris, here to review the Scheelhaase case, said, "It is irrational to automatically deny reemployment to an experienced teacher solely on the basis of student test results. Teachers should be judged on a realistic appraisal of their work in the classroom and on the actual progress of their students' education rather than on one class of students' standing relative to a set of national norms."

TESTING MORATORIUM SOUGHT IN CALIFORNIA CITY

BAKERSFIELD, CALIFORNIA—The Bakersfield Elementary Teachers Association is seeking a moratorium on testing here until present evaluation of the assessment program is completed.

BETA initiated a joint investigation last fall with the California Teachers Association and NEA in an attempt to spell out questionable professional practices and offer solutions for improving the testing program.

A three-day hearing was set up in December by members of CTA's Instruction Center. The panel heard teachers, administrators, test experts, board members, parents, and other interested citizens provide glaring testimony about the program.

The California panel found the same or similar dubious practices that were revealed in the Michigan study (see opposite page).

The findings of the investigation have been compiled in a report along with recommendations for dissemination throughout the district. The joint CTA/NEA recommendations to BETA include continued monitoring of the program, seeking budgeting procedures which would separate costs of evaluation from instruction, consideration of an association committee on instructional practice which could handle teacher complaints, negotiation on major decision-making authority for teachers, institution of the CTA organizational development and verbal skills program, and an intensified effort to build stronger organizational identity.

ACCREDITATION CHANGES GIVE TEACHERS MORE SAY IN ACCOUNTABILITY

CHICAGO—A new constitution ratified recently by the National Commission on Accrediting has paved the way for beefed-up NEA representation on the National Council for Accreditation of Teacher Education. The move will give NEA more say in accreditation of teacher education institutions and more clout in influencing the direction of accountability procedures. This action by the National Commission on Accrediting—the umpire body of all accrediting associations in the U.S.—increases NEA membership on the council to eight and decreases representation by another constituent body—the American Association of Colleges for Teacher Education—from ten members to eight. NEA previously had six members on the council. The new constitution, thereby, equalizes representation of both groups. It also includes a provision to double NEA membership on the Coordinating Board, which reviews operations of the council. NEA will now have six members on the Coordinating Board, one-third of the entire membership.

Present NEA appointees to the council include Rosina Espinosa, New Mexico; Kenneth Hunt, Delaware; Warren Henderson, Washington; Lee Ann Kennedy, Oklahoma; Phyllis Black, New York; and Doug Ward, Michigan. Coordinating Board members are Helen Wise, NEA president; Warren Henderson, Washington; and Dave Darland, NEA-IPD staff.

ARE YOU MORE ACCOUNTABLE THAN YOU THINK?

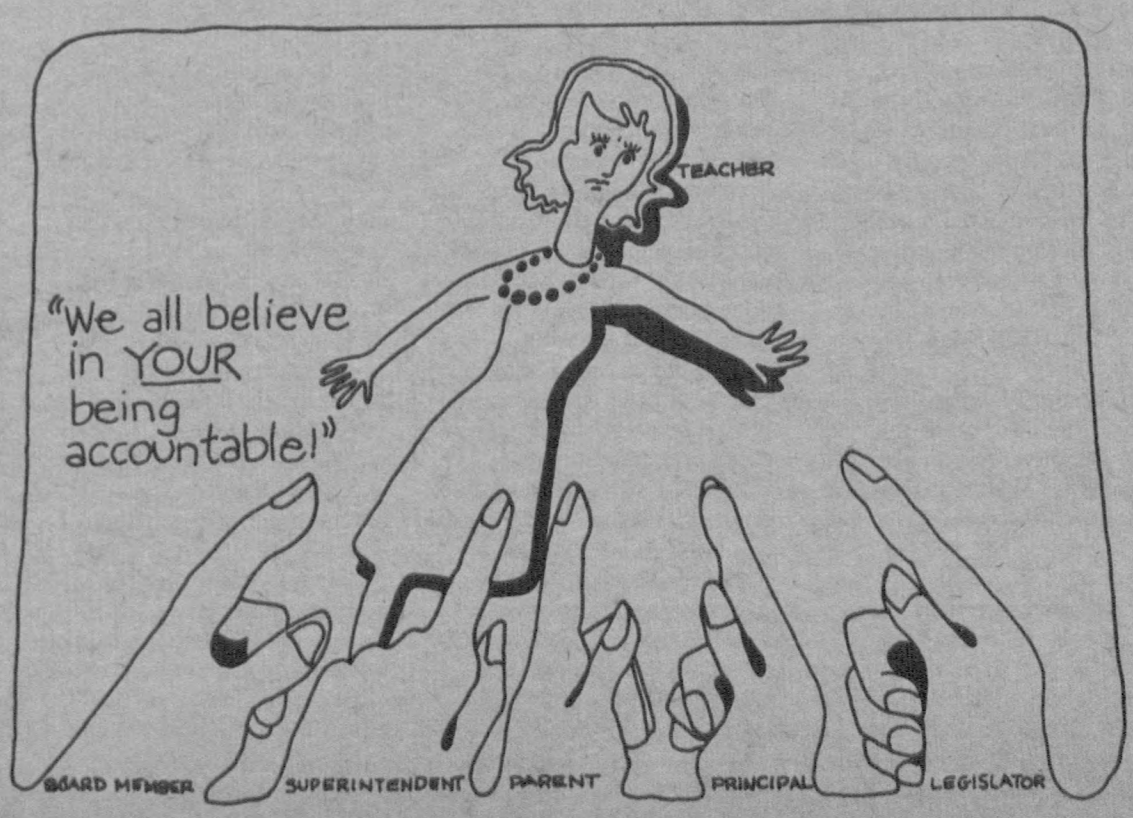
Gather a few teaching colleagues and try out this yes-or-no quiz designed to help you know about accountability in your classroom. You may be surprised at what the answers tell you.

- Has your state, school district, or school adopted written educational goals?
- If so, do *you* know what these goals are?
- If no goals have been written, are there plans to develop them (and by whom)?
- Are you expected to select those objectives which lend themselves to cognitive, easily measurable skills?
- Have you been asked to limit instruction to situations which can be measured objectively?
- Are you writing measurable behavioral objectives?
- Has little attention been paid to differing values within the classroom when objectives are used to measure student performance?
- Are you expected to predict the performance of your students *before* you have met them?
- Are your students expected to achieve a predetermined skills level established through test measurements (set by whom)?
- Have you been tempted or pressured to teach to the purpose of making student test performance "look good"?
- Do you feel that how your students score in tests affects how you are evaluated as a teacher?
- Does your district compare test results school by school, teacher by teacher, or student by student?
- Is comparison of test results justified by the nebulous jargon of "improving instruction"?
- Are you expected to give standardized tests without knowing the questions?
- Are you prevented by time, rules, or policy from screening test questions to ensure fairness to your students?
- Do you give, but not score, standardized tests and have little involvement in what happens after they are taken (i.e., who receives the data, how scores are evolved, and how—if at all—data will be used)?
- Does someone else have the final word about materials you use in the classroom?
- Are you evaluated more by what your students do in the classroom than by what you do as a teacher?
- Are you expected to guarantee results *before* trying out new methods or curriculum?
- Does funding for any program you teach depend upon student test scores?
- Have you been asked to justify expenditures for teaching resources on a cost-effectiveness basis?
- Is anyone in your school or district looking into vouchers as a means for "better schools"?
- Are parents in your community demanding public hearings for comparison of school test scores?
- Must you have demonstrated "competence" in order to have your teaching certificate renewed?

If you have answered "yes" to at least one question, you may be into the accountability issue and not realize the implications. If you said "yes" to eight or more, you are deeply involved.

While no educator disputes the potential value of accountability, its use for some purposes—saving money while shortchanging education or keeping teachers and students in line—is a real danger.

As one teacher, you probably feel helpless in keeping accountability on a fair course. Frankly, one person cannot have much effect. But teachers collectively can gain a voice in accountability. Get involved — through your local association. If you find the local has not yet confronted the issue, spark discussion and work for action.



CHALLENGES AND ACTION

An interview with NEA Executive Secretary Terry Herndon

Question: When you became NEA executive secretary last spring, you spoke of challenges facing NEA and the teaching profession. One challenge, you said, was to achieve adequate financing of public education. What progress has been made on this front?

Herndon: An important step on this front was our success in getting the federal education appropriations bill signed. That action solidified once again the financial base for federal participation in the operation of schools. No small accomplishment, this effort took a great deal of energy and considerable investment by NEA and by many of our affiliates and state and local leaders.

Although this is just a beginning, I believe that, in terms of the large question of financing public education, we are moving firmly in the right direction. I'm optimistic about the future.

Question: What is the present status of the NEA political action effort and of the state PAC efforts in moving towards a veto-proof Congress?

Herndon: We were very successful in the last Congressional election, but of course the planning and the work on that front predated my arrival. During the year that I have been NEA executive secretary, we have participated in four victories in special Congressional elections and have been working toward the 1974 Congressional elections. We have begun to put together a well-financed federal PAC effort. Campaign-ready political action committees now are set in about 45 of the states. And we have many very sophisticated local PAC operations.

This year, too, we solidified the Coalition of American Public Employees nationally, and we now have operable coalitions in ten of the states. Working through the national coalition, we have initiated a broadly based study of how the Nixon years have affected teachers and other public employees—looking particularly at the health of the American economy under this administration.

Question: Do not educators have quite an opportunity now, in the shadow of Watergate, to move in and make more of a difference in the 1974 elections?

Herndon: We have commitments right now from most of our state affiliates and we are hopeful that we will have several hundred thousands of dollars for the federal effort this year. So, yes, I think teachers will succeed in electing a more favorable Congress in 1974.

There are limits, however, on how much a Congress can do to alter basic public policy without a supportive administration. So long as the President is equipped with the power of the veto, the power of the budget, and the power of office and what that means in terms of shaping Congressional policy, I am not sure that we are going to make significant gains between 1974 and 1976.

Question: You seem to be saying then that the 1976 elections are crucial.

Herndon: 1976 is very crucial, but I don't discount 1974. I believe that 1974 is an unprecedented opportunity to make incumbents out of many friendly people and to begin establishing a Congressional record for those people who will be standing for re-election in 1976. It is important that we gain in 1974, that we hold the gains of 1974, that we add to those gains other gains in 1976, and then that we make significant progress following the election of the Congress in 1976.

This is important because, in the final analysis, so much of what NEA can do to help teachers depends on our solving the problems of adequate school finance. So many of our public institutions—and certainly the schools—are being seriously restricted by inadequacy of funds. That's why our lobbying efforts and our political action efforts are so essential.

Question: Another challenge you mentioned last spring was perfecting strategies for teacher advocacy. How is that work proceeding?

Herndon: In this area, we are making a good bit of progress. Some states already have effective negotiations or collective bargaining laws. Just this year we had a bill that made considerable progress in Kentucky. It was not enacted but we are hopeful for the immediate future. A negotiation statute was adopted in Iowa, and we expect that we will have one adopted in California in the coming year. We are continuing to press—in concert with other public employee groups—for a federal collective bargaining law.

Further, through the NEA leadership academy, we have produced more people trained in the skills of negotiation than at any time in our history. Through our advocate training package, our verbal skills in negotiation package, and other training materials, we are exposing thousands of people to training each year.

We are also helping local teacher associations to grow stronger. The first step in this is to ensure that each of our 10,000 local affiliates is well organized with secure membership, with a well-defined program and dues structure that's sufficient to sustain that program, and with the ability to carry on the routine processes of negotiations. Then we must back each local by a combination state and national effort in a crisis.

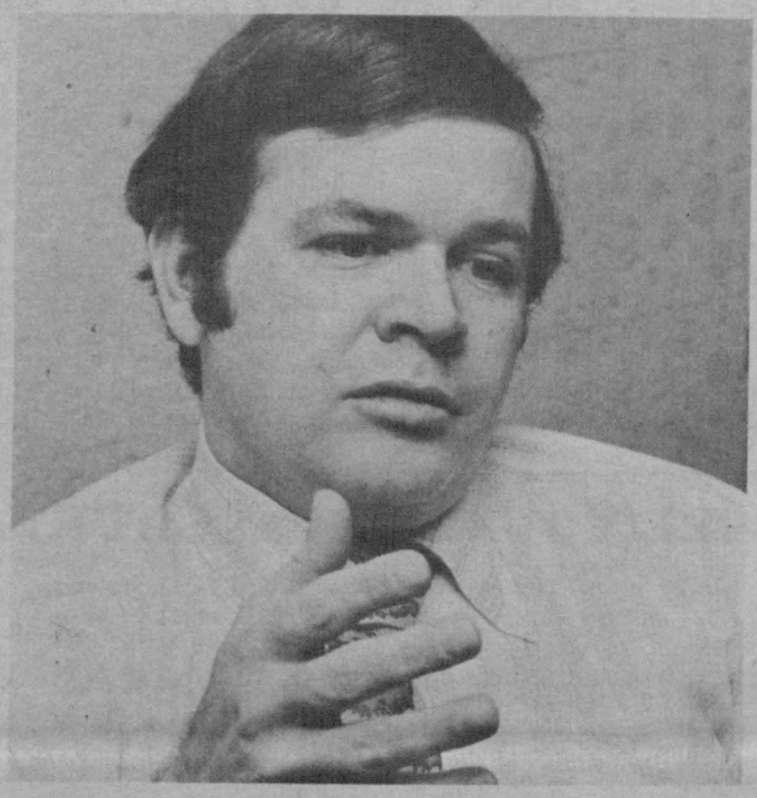
The UniServ program is an important part of upgrading the capability of local affiliates. We will next year have well over 900 UniServ units operable. It will cost NEA approximately eight million dollars and will cost the state and local affiliates several times that. So we have arrived at an all-time high in our investment in support of local association programs.

It is my goal for every NEA member to be enrolled in a local association that is organized to do business, and that business includes negotiating with the local school board. It includes supporting the state legislative program by reinforcing efforts with the legislators from that electoral district, and it includes supporting our federal lobbying program through work with the Congressman in the district in which the local finds itself.

Question: Another concern you mentioned last spring was the challenge of perfecting the professional and educational strategies to enable us to deal with the complex issues that exist in society today. And you said in Portland last summer that teachers need to go on an educational offensive. What is the status of this educational offensive?

Herndon: We have made a great deal of progress on that front. NEA is probably more sought out today by the sources of public information than we ever have been in our history. The president of NEA, myself, or other spokesmen for NEA have made many, many radio and TV appearances. Our president's address to the Washington Press Club was broadcast nationwide.

NEA and its position on federal aid and other issues has begun to shift from the education pages to the front page and the news sections of the papers. Education is continuing to be big news and NEA is now a sought-after source of information on what's happening.



"It is my goal for every NEA member to be enrolled in a local association that is organized to do business, and that business includes negotiating with the local school board."

Further, we have remobilized or redirected many of the resources of NEA, particularly in the accountability field. We have just completed a very exciting pilot project in Michigan where we have had three outstanding authorities in the field of testing and measurement look at the Michigan accountability program. They found it to be woefully inadequate. Their expert testimony documents the feelings that our members have had intuitively about that program.

I think NEA programs such as this will increase public confidence in the intuitive or clinical responses of teachers; but perhaps more important, they will increase classroom teachers' confidence in their own assessments and will persuade them that their clinical views are important and accurate.

In other professions, when we lack empirical research data we turn to the clinician. We turn to the practicing physician, to the psycho-

therapist, to the social worker. And we ask them what their clinical experience tells them. But teachers have been timid about sharing that kind of clinical perception. They have felt that if they are not armed with extensive research data and empiricial findings, they are not competent to speak.

I reject that whole idea, for I believe that with such efforts as that in Michigan this year, and with the reorientation of the NEA Instruction and Professional Development program to generate more tools that teachers can use to identify school problems, we can encourage teachers to come forth and diagnose problems on the basis of their experiences.

Question: What other NEA programs related to instruction are under way?

Herndon: We have several exciting projects in the works. For instance, we are in the process of developing instructional guides for dealing with the Watergate problem. What we are trying to do is to use Watergate as a context to help students make analytical judgments about public values, about the responsibility of public office holders, and about alternatives available to the public when faced with the Watergate morality.

My approach to association instructional services in general is built on my belief that the bona fide experts in terms of what ought to be happening in given classrooms are the teachers who are in those classrooms. The experts are not people on the faculty of the local university; they are not people on the NEA staff; they are not people in the local curriculum office. They are the practicing teachers who are maintaining a relationship with students on a daily basis. When we transfer decision-making power to these practicing teachers in the classroom, we will improve the quality of the instructional experience for all children.

Question: Talks about merger of NEA and the American Federation of Teachers were attempted this past school year. After the talks were broken off, you said that you did not discount the ultimate possibility of a merger. Did you mean by *ultimately* maybe in this decade?

Herndon: I think merger is possible within this decade. But NEA and AFT have some basic goal disagreements. NEA's commitment is to the unification of American educators. AFT's Al Shanker has another condition. He talks about three million American teachers within the AFL-CIO.

It is our view that it is not possible to unite American teachers within the AFL-CIO. It should be obvious to anybody who observes the contemporary organizational scene that educators hold very different positions on the question of the AFL-CIO. It is divisive, and you cannot mold a unity plan from divisive elements.

My definition of teacher unity is organizing American teachers into a single concentrated thrust for the resolution of their problems and the problems of American education. Today the NEA has one and a half million members. NEA state affiliates enroll 1.8 million members. With the conclusion of unification in 1975, we will have 1.8 million members. There is a potential in the neighborhood of two and a half million teachers.

My definition of teacher unity involves closing that gap. It means organizing more than 1.8 million educators into a single organization. All of the data that we can collect says to us that there are not 1.8 million educators in America who will join an AFL-CIO-affiliated union. That means for us to agree to AFL-CIO affiliation would accomplish nothing. We would likely come out of it with two organizations, both smaller than the existing NEA.

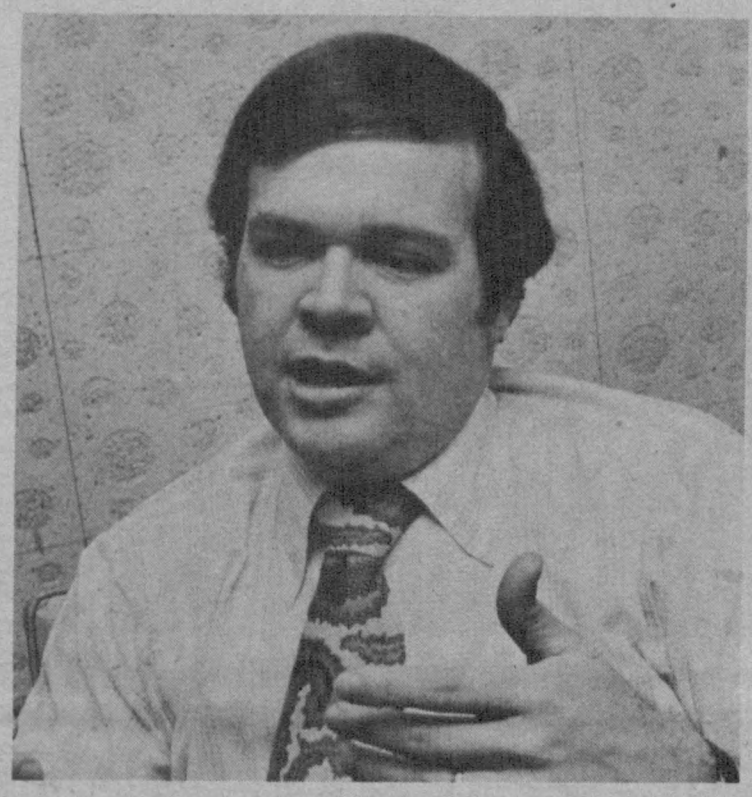
Question: NEA has been working with other public employee groups in the Coalition of American Public Employees. Suppose in the future an American public employee union were formed including municipal workers, treasury workers, firemen, policemen, and some other groups. Could NEA join such a national union?

Herndon: If there were, in the future, a public employee trade union center, equivalent to the AFL-CIO, I would think the decision to join or not join should be made by the united American teachers. My objective is not to stay in or out of anything. My personal objective is to organize American teachers, to get them together in a united thrust to solve their problems, and for that group of united teachers to make democratic decisions about where they are going.

I believe that we teachers have a potential for power and influence that no other group of people have in the United States. We have a potential of two and a half million people. These are highly educated people, aware, sensitive, and concerned. They are located in every hamlet and village and valley in the United States. If they get together and make decisions collectively, they can maintain significant influence in the American body politic and in the various institutions of government.

I don't think we should fritter away that unity by having some of us in the AFL-CIO and out of the main teachers' thrust. We shouldn't have some group of 400,000 American teachers undermining the opportunity that two million have to make their deal with the AFL-CIO or a public employee trade union center or whomever they wish to deal with. I believe that those who are being siphoned off into the AFL-CIO are undermining, in a very real way, the ability of the united thrust of American teachers to make the most of the strength that lies in unity.

Question: Last spring you mentioned the challenge for associations in dealing with the problems of institutional and personal racism. Could you comment on what NEA is doing along these lines?



"I believe that we teachers have a potential for power and influence that no other group of people have in the United States. I don't think we should fritter away that unity by having some of us in the AFL-CIO and out of the main teachers' thrust."

Herndon: I think we in the associations have made significant contributions by what we are doing as an institution that is part of the society and by what we are doing to influence the greater part of our society.

As an institution, we have now adopted and implemented an affirmative action program in the employment of minorities and women. That program is relatively new, but we are very serious about it and we are going to stick to it. Under the new NEA constitution we will have a very rigorous affirmative action program for the involvement of ethnic minorities in the decision-making of this organization—at least 20 percent of all of our governance bodies will be ethnic minority representatives. We hope that these representatives will be chosen in the normal electoral proces, but if they are not, the new constitution provides a safety mechanism that will come into play to guarantee fair presence of ethnic minorities.

On the larger scene, NEA has continued to press for human rights through the courts and in the legislatures. We were involved in the *DeFunis v. Odegaard* case, which could have resulted in a U.S. Supreme Court decision on the right of any institution to implement affirmative action. As you know, the Court decided not to rule on this particular case, so we will have to wait longer for judicial resolution of this matter.

We were very prominent, too, in recent court cases on discrimination against women who were being victimized by their maternity. We won a significant battle for women. We are one of the few organizations that has collected data on what's actually happening to women in employment in public education. We have found that they are not being employed as administrators; they are being systematically discriminated against.

We have disseminated guidelines on desegregation to all of our local and state affiliates, and we are saying to these affiliates that where the courts are not decreeing desegregation, the associations ought to take the leadership in persuading school boards and other groups to voluntarily get on with the business of desegregating the American society and institutions.

We have in our program for next year the means to help develop affirmative action programs for all of our affiliates. We are including the development of affirmative action programs for school systems and consultation help to assist our local affiliates in persuading their school boards that they ought to have such programs.

We also have programs under way to develop in-service training experiences for teachers who are faced with the question of desegregation, so they can make it work. We want the schools to be genuinely integrated and not merely desegregated.

NEA is making major investments on that front, perhaps more than any comparable organization in the country. We think we will make a difference.

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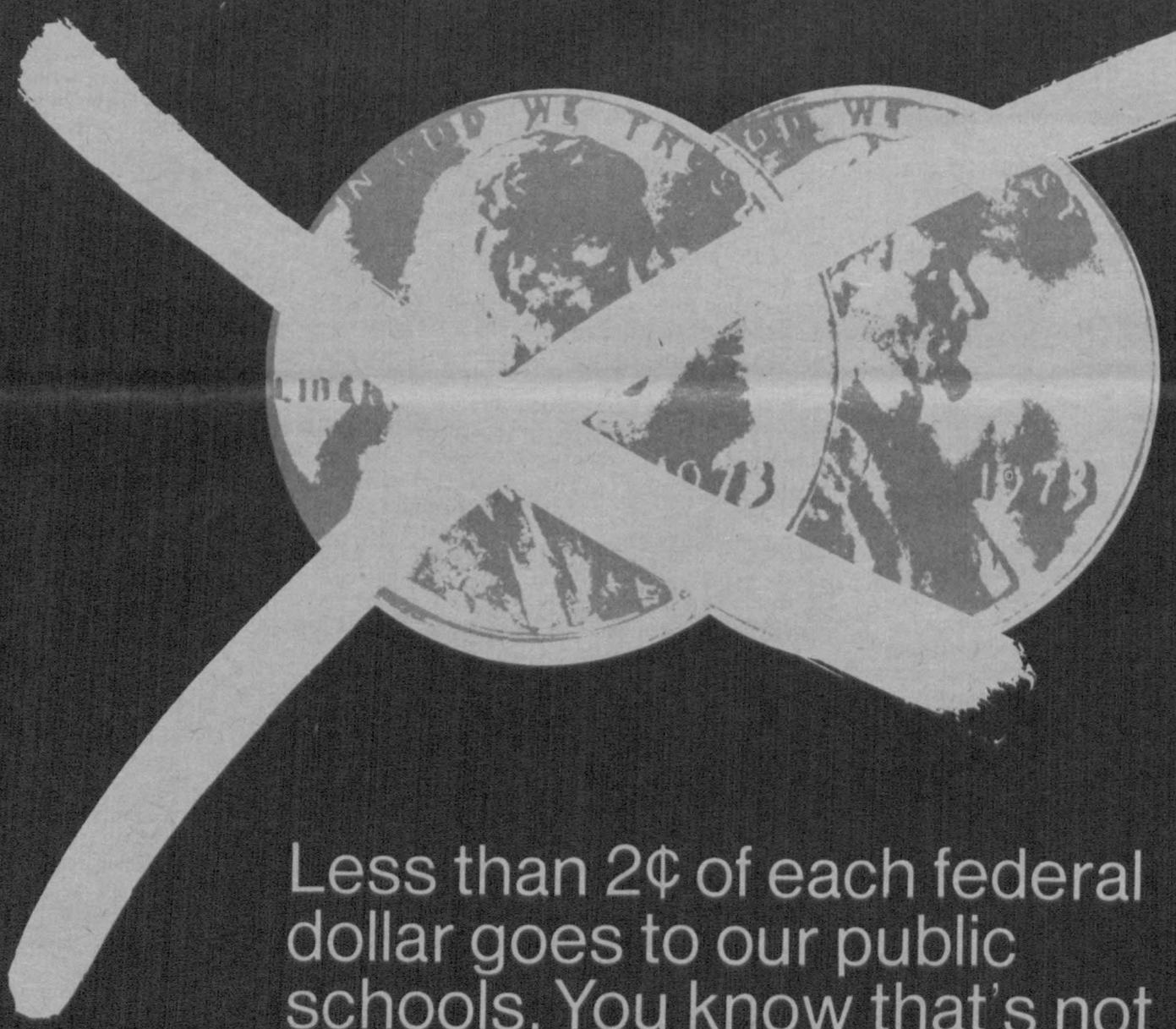
IN YOUR SCHOOL OR OFFICE

Education's not worth 2¢.

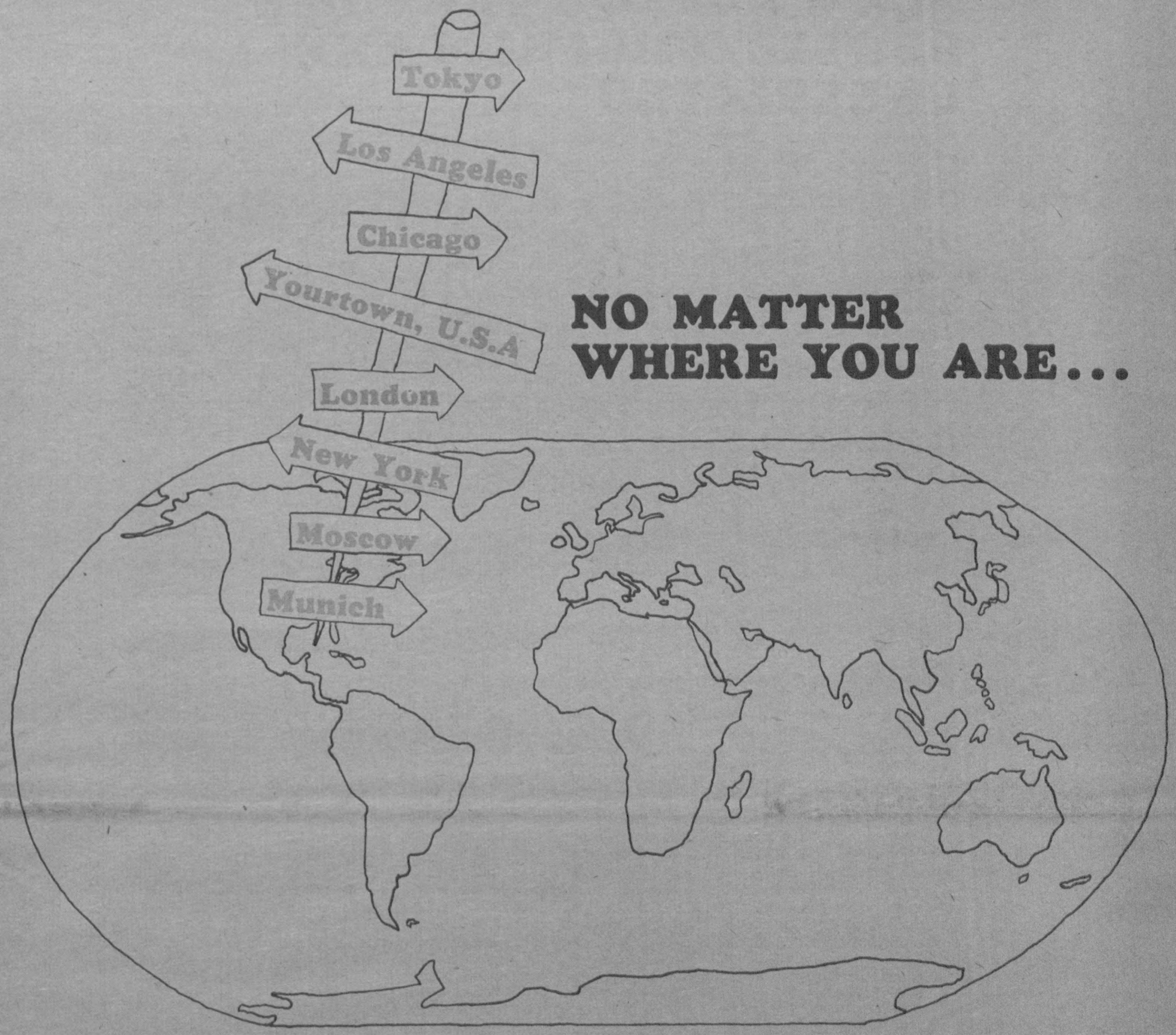


Less than 2¢ of each federal dollar goes to our public schools. You know that's not enough.

nea
national education association
Helping Teachers Teach

Get Mad... *It Matters*

Elect a Pro-Education Congress



NO MATTER WHERE YOU ARE...

NO MATTER WHAT YOU ARE DOING...

NEA'S AD&D+D PROVIDES PROTECTION FROM THE UNEXPECTED

Summer vacation is fast approaching, and whether you're heading near or far—your own backyard or exotic ports of call—when planning this summer's adventure, it's smart to put NEA's AD&D+D (Accidental Death and Dismemberment plus Disability) Insurance at the top of your checklist.

In a recent interview, Arnold W. Wolpert, manager of NEA Economic Services, pointed out that "accidents strike when least expected, and with them come the often high expenses resulting from accidental death, dismemberment or disability. That's why it makes sense to protect yourself and your family before the fact."

"And," he continued, "I can't recommend a better way to provide for this protection than enrolling in AD&D+D. We think the price and benefit package are outstanding. In comparing AD&D coverage with competitive programs which come to our attention, we find that our plan comes out a consistent winner. As a result, NEA members can feel confident that this insurance is a good buy for both travelers and non-travelers alike; you're protected anywhere in the world, 365 days a year, 24 hours a day."

Coverage at home

"However," Wolpert emphasized, "while AD&D is excellent world-wide travel insurance, it is also designed to protect against the hazards of everyday living. Members are covered on the job or off, relaxing at home, teaching, riding in a car, or while on a public conveyance."

Questions and answers about AD&D+D protection

Q. How is NEA able to offer this type of coverage?

A. One of NEA Special Services' functions is to make insurance protection available to members at affordable rates. By utilizing the mass purchasing and merchandising power of NEA together with the non-profit operation of the Special Services programs, NEA is able to spread the risk and lower the cost of this type of protection.

Q. Why should I enroll now?

A. With the summer season at hand, it's always a good idea to protect yourself against any mishaps which might occur while you're traveling on the road or in the air, anywhere. And, enrolling for this protection now means your first annual billing date will not be until August 1, 1975.

Q. Do I need this and life insurance, too, or is this the same thing?

A. Many people carry both. Life insurance can provide protection in the event of death from any cause; AD&D+D provides protection if death is due to a covered accident. It provides no protection for death or disability due to sickness or natural causes; only in the event of a covered accident. And NEA's AD&D+D is available at attractive group rates.

Q. Am I covered off the job as well as on?

A. Yes, both on and off the job; and benefit payments will be made regardless of other protection or policies you might have.

Q. Am I covered if I take a trip anywhere in the world?

A. Yes. Coverage is world-wide.

Q. Am I covered while traveling as a passenger in a private airplane?

A. Yes. However, you are not covered when operating or assisting in the operation of the aircraft (see exclusions).

Q. As a retired teacher am I eligible? Will I still be eligible after I retire, or will coverage stop?

A. Except for the disability feature, retirement or age has no effect on your eligibility for the program. So long as you are a member of NEA, you are eligible for coverage under the AD&D program.

Q. May I carry just the disability insurance?

A. No. This additional coverage is only available in connection with AD&D coverage.

Q. Both my wife and I are NEA members. If we both enroll for AD&D coverage, may we each enroll our dependents in the program?

A. No. If both husband and wife are insured as members, only one may enroll children as dependents.

Q. Must I take a medical examination to enroll?

A. No. A medical exam is not required for enrollment.

Q. How much do I pay for this coverage?

A. $23 per year, which includes the optional (member only) disability feature. Coverage may include spouse and all unmarried children under the age of 21 (or to age 25 if your children are dependent upon you for support), regardless of the number. If you are ineligible (age 60 or over) for the disability coverage, or do not wish to carry it, the annual contribution for accidental death and dismemberment benefits is $19.

Q. How will I be billed?

A. You will be billed annually by mail.

Q. Who underwrites the AD&D+D Program?

A. AD&D+D is underwritten by the Prudential Insurance Company of America, a company noted for financial responsibility and high quality service for nearly a century. Prudential is licensed in all states, with principal offices in Newark, New Jersey.

NATIONAL EDUCATION ASSOCIATION
ACCIDENTAL DEATH AND DISMEMBERMENT
INSURANCE PLUS OPTIONAL DISABILITY BENEFIT

Statements by Member to be Insured (Please print all answers)

NAME _____
Last First Middle Initial

RESIDENCE _____
No. Street City State ZIP CODE

BENEFICIARY AND RELATIONSHIP _____
(example: Mary A. Doe, NOT Mrs. John Doe)

_____
First Name Middle Initial Last Name Relationship

ARE YOU AN NEA MEMBER? ☐ Yes ☐ No

INDICATE COVERAGE DESIRED:

☐ AD&D PLUS DISABILITY BENEFIT ($23.00)
Enrollment for Disability Benefit is limited to members less than age 60.

☐ AD&D ONLY ($19.00)

Grp 75563 Ed. 4-74

INDICATE COVERAGE DESIRED: (please check one)

☐ Member only
☐ Member and each eligible child
☐ Member and spouse
☐ Member, spouse and each eligible child

Disability Benefit does not apply to dependents.

I declare statements and answers contained herein are complete and true and understand that they are the basis for providing group accident coverage under a policy (or policies) issued by the Prudential Insurance Company of America to the National Education Association. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

Date Signed _____, 19___

SIGNATURE OF MEMBER _____

Soc. Sec. No. _____

Date of Birth _____
Month Day Year

Make Check Payable to: NEA AD&D
Mail to: NEA Accidental Death Program
P.O. Box 434, Fort Washington, Pa. 19034

Ident. No. Eff. Date Dep. Plan Code

Accidental Death and Dismemberment Benefits

AD&D coverage is available to members and their eligible dependents. The annual $19 contribution for coverage remains the same no matter how many eligible dependents you include. Benefits under this plan can be found in the following table:

Benefits will be paid as follows

Coverage is For:	Accident occurring while a passenger on a public conveyance	Accident occurring in an auto or as a pedestrian struck by a motor vehicle	Any other Accident
Member only	$120,000	$30,000	$20,000
Member and eligible spouse	100,000 20,000	25,000 10,000	15,000 5,000
Member and each eligible child	80,000 10,000	25,000 5,000	15,000 2,500
Member Spouse and each eligible child	60,000 20,000 10,000	20,000 10,000 5,000	12,500 5,000 2,500

The full amount of benefits determined from the table is payable for the loss in any one accident of life, both hands, both feet, sight of both eyes, one hand and one foot, one hand and sight of one eye, or one foot and sight of one eye.* One half the amount of benefits is payable for the loss in any one accident of one foot, one hand or the sight of one eye.* Benefits are payable to you if living, otherwise to any beneficiary you name.

* *Loss, with regard to hand and feet, shall mean loss by severance at or above the wrist or ankle; with regard to sight shall mean total irrevocable loss of sight.*

Optional Disability Benefit

(not applicable to dependents)

For an additional $4.00 per year, a benefit of $500 per month will be paid if you sustain accidental injury which results within 30 days in total disability. The injury must occur while you are insured for this benefit and before you attain age 60.

The benefit will be payable after the twenty-sixth week of total disability.

Benefits are payable while you remain totally disabled up to ten years or until attainment of age 65, whichever comes first.

To be considered totally disabled you must, as a result of the disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training or experience and must not actually be performing any gainful work. Proof of total disability must be furnished to Prudential from time to time, as required. Benefits are payable regardless of any other coverage(s) you may have.

Eligibility

The program is available to all NEA members. Eligible dependents may be included for the Accidental Death and Dismemberment portion. Your spouse is eligible as long as you are not legally separated. Your children (including adopted, foster and stepchildren who are dependent upon you for support) must be unmarried and between 2 weeks and 21 years old or to age 25 if dependent upon you for support.

Enrollment is limited to one per person, as a member or as a dependent, but not both.

Your coverage under this program will continue as long as the overall program continues and you remain eligible and continue to make the annual payment for coverage.

A dependent's coverage continues until he or she is no longer eligible or your coverage terminates. Should you die, your spouse may arrange to continue coverage for your eligible dependents who were covered at time of your death.

EXCLUSIONS

For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year after a covered accident. If age 70 or over, more than 90 days.

The program does not cover losses, or disability where applicable, resulting from: suicide, attempt at suicide, intentionally self-inflicted injury, bodily or mental infirmity or disease, infection, war or any act of war, active duty in the armed forces, riding in races or testing automotive vehicles on a track or speedway, riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft or, if aircraft, it is being used for test or experimental purposes.

How to enroll

For your convenience an enrollment form has been included on the page at left. Fill out the form completely. Enclose it with your check for $23 ($19 if you do not elect the Disability Benefit) made payable to NEA AD&D. Mail to:

NEA Accidental Death Program
P. O. Box 434
Fort Washington,
Pennsylvania 19034
Phone: 215-784-2352

Enroll now

Your insurance will become effective upon receipt of your completed enrollment form together with your check for the initial annual contribution by Prudential.

Annual billing date

If you enroll for this protection by July 31, 1974, first annual billing date will be August 1, 1975.

Policy Form No. ORD. 70075 Serial U

All NEA members have been mailed information about the Association's newest life insurance program—Plan S. Any member who did not receive this information may obtain it by writing directly to NEA Economic Services, at NEA Center.

NEA SUMMER HAWAII TOURS STILL OPEN

HAWAIIAN LOVE AFFAIR
15 days, 4 islands, 5 departures—$559* from Chicago; $599* from N.Y. and Philadelphia (*+ 10% tax/service)
Price includes: 4 islands (Hawaii, Maui, Kauai and Oahu); 13 nights in deluxe hotels with air-conditioned rooms, based on double occupancy (single room supplement $160 additional); Air transportation via United Air Lines and Hawaiian Airlines; All transfers between airports and hotels; Porterage and tips for one suitcase; Traditional flower lei greeting in Honolulu; Scheduled sight-seeing tours on each island; Services of a tour escort; and No additional charge for "peak season" departures.
Hotels: Naniloa Surf, Kona Surf, Maui Surf, Sheraton Waikiki or Hilton Hawaiian Village.
Reduction for child: (2 through 11) $110.
Departures: From N.Y., Philadelphia, and Chicago.
HL-1 July 23-August 6
HL-2 August 13-August 27
HL-3 June 25-July 9
HL-4 July 9-July 23
HL-5 August 6-August 20

WIKI-WIKI, HAWAII
15 days, 13 nights in Honolulu—$439* from Chicago; $499* from N.Y. and Philadelphia (*+ 10% tax/service)
Price includes: 15 days; 13 nights in Honolulu in a first-class hotel, based on double occupancy (single room supplement $120 additional); Round-trip air transportation via United Airlines jet; All transfers between airport and hotel; Porterage and tips for one suitcase; Traditional flower lei greeting; Get acquainted briefing; City and Punchbowl tour; Services of a tour escort; No regimentation; and No additional charge for "peak season" departures.
Reduction for child: (2 through 11) $110.
Departures: From New York, Philadelphia, and Chicago.
WH-1 July 23-August 6
WH-2 August 13-August 27
WH-3 June 25-July 9
WH-4 July 9-July 23
WH-5 August 6-August 20

LOOK AHEAD TO CHRISTMAS TOURS

★ TRANSPORTATION ONLY	Dates:	Destination:	Price:	
★ TO/P	December 22-December 31, 1974	New York/Paris—Paris/New York	$303	+$3.00 U.S. departure tax.
★ TO/L	December 22-December 31, 1974	New York/London—London/New York	$293	+$3.00 U.S. departure tax.
★ TO/Z	December 22-December 30, 1974	New York/Zurich—Zurich/New York	$303	+$3.00 U.S. departure tax.
★ TO/LI	December 22-December 30, 1974	New York/Lisbon—Lisbon/New York	$286	+$3.00 U.S. departure tax.

NEA Travel is considering a Christmas tour to the Holy Lands. When and if arrangements are finalized, announcements will be made to the membership.

★ STRING OF PEARLS—Costa del Sol (XSP). 12/22-31/74. $398 from N.Y.C. The Costa's 320 sunny days a year include Christmas. Apartment hotels, twin basis. Program includes a visit to the children by Santa, dinner and music on the 25th, a Flamenco show and sangria party. First-class accommodations; Continental breakfast daily; one dinner.

MERRY CHRISTMAS FROM MADEIRA (XMN). 12/22-30/74. $450 from N.Y.C. Funchal is the capital and focal point of Madeira, where wine sampling will be offered by the Madeira Wine Assn. On Dec. 27 fly to Lisbon, with leisure time to explore this majestic capital following an introductory afternoon sight-seeing tour. First-class accommodations, twin basis; Continental breakfast and dinner daily in Funchal, Continental breakfast only in Lisbon.

★ SNOW SLOPES OF LaPLAGNE (XLP). 12/22-31/74. $535 from N.Y.C. Ninety miles from Geneva, above the clouds in the French Alps, is LaPlagne; with slopes for every skier from beginner to champion, a network of 39 sophisticated promolifts connecting 6 resorts. Also available are nurseries, live theater, heated swimming pool, numerous boutiques, food stores, concerts, language labs, nightclubs, and restaurants. First-class accommodations, double occupancy, with Continental breakfast. Ski lift passes available at supplemental charge.

★ CHRISTMAS CAN-CAN (XCC). 12/22-31/74. $520 from N.Y.C. To spend Christmas in Paris is like a transfer to another world filled with palaces, music, lights, and laughter. A cityrama tour on the afternoon of Dec. 23. Enjoy dinner at your hotel on the 25th and 26th. You will receive a copy of "This Week in Paris" upon arrival so that you'll know the chic spots. Includes first-class accommodations, twin basis; round-trip transportation; 2 dinners; one-half day of sight-seeing.

★ LONDON AT YULETIDE (XLY). 12/22-31/74. $520 from N.Y.C. Begin at the elegant Metropole, near theaters and shops in West End. You will have tickets for performances at Old Vic, the Savoy, and Strand. (Plays to be announced.) Introductory sight-seeing on the afternoon of Dec. 23. First-class accommodations, double occupancy; Continental breakfast daily and two dinners; transatlantic round-trip flight; three theater tickets (transfers to and from theaters not included).

★ DECK THE HALLS (XDH). 12/22-30/74. $479 from N.Y.C. The city of Zurich offers Swiss culture at its holiday best. The finest shopping abounds along the Bahnhofstrasse. Welcome on the afternoon of the 23rd by the Hotel Nova Park with a wine and cheese party. Elegant dinner on Dec. 25. Dine on Dec. 27 at the memorable Kindli. First-class hotel accommodations, double occupancy; Continental breakfast daily, 2 dinners. (Transfer to Kindli Restaurant not included.)

CARIBBEAN HOLIDAY (XC) XC-1 12/21-27/74. $479 from N.Y.; $435 from Baltimore-Washington International. XC-2 12/27/74—1/1/75. $469 from N.Y. and $425 from Baltimore International. Jet to the sunny Caribbean from New York or Baltimore to Puerto Rico. There you'll board the *MTS Jason* of Epirotiki Lines for a memorable cruise. Ports of call: St. Maarten (Dutch and French); Martinique (French); Antigua (English); and the free port of St. Thomas (U.S. Virgin Islands)—a delightful blend of cultures. *Accommodations:* Staterooms with private facilities, air-conditioning. Price based on double cabin. *Cabin assignments made in the order applications and deposits are received.* Limited number of single cabins at $50 additional; 6 deluxe cabins available also at an additional $50 per person. *Meals:* All meals included while on board ship.

CHRISTMAS: EAST AFRICAN SAFARI! (XEAS) 12/20/74-1/5/75. $1,389 round-trip from New York. The long 1974 vacation allows us to offer two-week safari at the most glorious time of year in Kenya. Evening departure from New York on Air India 747 jet for London to connect to Nairobi. Highlights: Makuru Bird Sanctuary, Treetops or the Ark, Masai Mara, Serengeti, Ngorongoro Crater, Lake Manyara, Amboseli, Kilimanjaro, Tsavo, Nairobi city and game park. Includes 3 meals daily in Kenya; first-class hotels with private bath. IT4AI1657

CLASSICAL GREECE AT CHRISTMAS (XA) 12/21-31/74. $689, from New York. For the first time we offer a Christmas tour to Greece. Your holiday includes two half-day tours in Athens, a Greek folk dance performance, drive to Cape Sounion, excursion to Delphi, cruise to Aegina and Hydra islands. Hotel accommodations with private bath at the first-class Astor Hotel. Air transportation via TWA. Meals: Breakfast daily plus two lunches and three dinners. Single supplement: $30. IT4TW16778

RUSSIAN WINTER FESTIVAL (XRF) 12/22-31/74, $698, from New York; $727 from Baltimore-Washington International. A trip to Russia during the winter is a fascinating and unique experience. This trip includes Moscow and Leningrad using first-class accommodations with private bath. Regular scheduled sight-seeing, plus three theater performances; three meals daily including dinner at Moscow's renowned Arbat restaurant; and a troika ride. Single supplement: $45. IT4SN1980

FELIZ NAVIDAD EN MEXICO (XM) 12/21-29/74, $499 (plus 10% tax/service) from Chicago. Round-trip jet; first-class hotel accommodations with private bath throughout, twin occupancy; 12 meals; 4 nights in Mexico City, 1 night in Taxco, 3 nights Guadalajara; excursions to Xochimilco, the Pyramids, Cuernavaca, Jocotepec, Ajijic, and Chapala; city tours in Mexico City, Taxco, and Guadalajara; Mexican folk dance performance; visit the Shrine of Guadalupe; transfers; baggage handling.

CHRISTMAS IN GUATEMALA (XG) 12/22/74-1/1/75, $589 (plus 10% tax/service) from New York. Round-trip jet; first-class hotel accommodations with private bath, twin occupancy; 6 nights in Guatemala City; 1 night in Antigua; 2 nights in Lake Atitlan; 1 night in Quezaltenango; 14 meals; transfers; baggage handling. Visits to the markets; excursion to Tikal and Lake Atitlan. City tours of Guatemala City and Antigua.

HAWAIIAN KALIKIMAKA (XH-1) 12/24-31/74. $399* from Chicago, Dallas, Denver; $389* from Atlanta, Cleveland, Detroit, Pittsburgh; $419* from Baltimore, Boston, N.Y.C., Philadelphia, Richmond (*plus 10% tax/service). Price includes round-trip transportation to Honolulu; 6 nights at an economy-class hotel, double occupancy; transfers; baggage tips and porterage for one suitcase; city tour of Honolulu; services of local escort; no regimentation. Meals not included.

GENERAL INFORMATION: NEA membership six months prior to departure date is required on tours preceded by ★. Members of the immediate family (limited to spouse, dependent children and parents of the NEA member only, residing in the same household) are also eligible. Other relatives and friends (non-members) may participate in tours *not* marked with ★. Prices are per person based on two persons sharing a double room and are all subject to change. Single accommodations (if available) at additional cost. There is a $15 cancellation fee on all tour/flights regardless of reason cancelled. Beyond this, regulations governing the refund of deposit and/or payment as a result of cancellation vary with the individual tour or flight. Registrants will be furnished with details on receipt of deposit.

APPLICATION

Return this form with deposit of $200 per person to one of the following offices:

NEA Educational Travel
1201 16th Street, N.W.
Washington, D.C. 20036

IEA/NEA Travel Service
1S132 Summit Avenue, Suite #203
Oakbrook Terrace
Villa Park, Illinois 60181

Please reserve ..... spaces on ..... departing on .....
(code no. of tour/flight) date

from ..... Enclosed is deposit of $.....
(city

Name(s) .....
(Please give names and addresses of additional persons on a separate sheet)

Address .....

City ..... State ..... Zip .....

Home Telephone ..... Business Telephone .....
(incl. area code) (incl. area code)

Age (for rooming purposes only) .....

NEW YORK FACULTY BEAT TENURE QUOTAS

NEW YORK CITY—The Board of Higher Education on April 22 revoked the tenure quotas adopted by a lame duck board October 29, marking a major victory for the Professional Staff Congress at the City University of New York and for faculty representatives nationally.

The dramatic reversal climaxed an intensive six-month campaign by the NEA-affiliated Professional Staff Congress, which represents the university's 17,000 faculty members. The drive was aimed at a policy restricting tenure regardless of teaching excellence during five years of probation, in departments that had already granted tenure to 50 percent of their faculties.

City University, with 256,000 students on 20 campuses, was the first major university to impose tenure quotas. Professional Staff Congress President Belle Zeller, who had led picket lines and spoken out against the quota policy from the time it was proposed last September, told board members, "This is a turning point in the history of faculty unionism. Attacks on tenure and mass firings of faculty are not unique. We commend the board for correcting a terrible mistake . . . The effect of the board's action," Zeller said, "is to re-establish merit as the sole standard for awarding tenure at City University."

Under the former tenure quotas, a teacher who happened to be in a department with 50 percent of its teachers already on tenure could be fired by the college president despite five years of successful probation and the unanimous recommendations of his colleagues and students.

COALITION SYMPOSIUM PRESSES FEDERAL BARGAINING LAW

WASHINGTON, D.C.—Speakers at a symposium here on equity and the public employee wasted little time debating whether there should be a federal collective bargaining law, but rather explored what shape and scope the law should assume. Sponsored by the Coalition of American Public Employees and the American Arbitration Association, the March 25 symposium drew participants who concurred that the time is ripe for collective bargaining legislation.

The Coalition was formed two years ago by NEA and the American Federation of State, County, and Municipal Employees. A third member, the National Treasury Employees Union, joined last year.

One keynote speaker, Gov. Daniel Evans of Washington, urged a cautious approach to federal bargaining legislation. NEA President Helen Wise noted the sorry state of current state bargaining legislation and responded to Evan's words of caution by emphasizing "further delay [of federal legislation] will only aggravate an already bad situation."

Terry Herndon, NEA executive secretary, called Congress hypocritical in its response to public employees and urged passage of Coalition-proposed bargaining legislation for teachers and other public employees.

Detroit Mayor Coleman Young told symposium participants that a federal bargaining bill is just as essential as the right-to-vote act or the Wagner Act.

AFSCME President Jerry Wurf (left) and Detroit Mayor Coleman Young banter a fine point at the symposium. Rep. Frank Thompson (D-N.J.), in center background, told the group that a federal collective bargaining law is inevitable.

Gov. Daniel Evans of Washington, is flanked by NEA Executive Secretary Terry Herndon (left), NEA President Helen D. Wise, and AFSCME President Jerry Wurf, (right).

NEBRASKA AND NORTH CAROLINA BECOME UNIFIED STATE AFFILIATES

WASHINGTON, D.C.—Nebraska and North Carolina became the 47th and 48th unified NEA state affiliates following a Nebraska State Education Association representative assembly vote March 30 and a vote by the North Carolina Association of Educators delegate assembly April 5.

At press time two additional states—Texas and Oklahoma—were preparing for a unification vote. A successful vote for Texas and Oklahoma would leave only Arkansas, Tennessee, and Puerto Rico without unified state organizations.

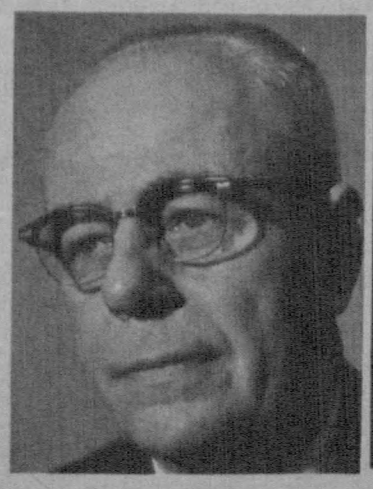
Members of the Georgia Association of Educators and the California Teachers Association voted in late March to unify with NEA. Georgia and California will become the 45th and 46th unified states.

Virginia became the 44th unified state affiliate in early December, when Virginia Education Association members voted for unification.

NEA LEADER FRANK SCHLAGLE DIES AT 82

KANSAS CITY, KANSAS—Frank L. Schlagle, well-known educator and 1944-46 NEA president, died here April 23. He was 82. He had retired in 1962 as superintendent of schools after 50 years as teacher and administrator in the public schools here. At the time of his death he was Emeritus Member of the NEA Board of Directors, a post he had held since 1967 after previously serving for more than 40 years on the NEA Board of Trustees and the NEA Executive Committee.

Schlagle was invited by the U.S. government to lead the NEA delegation of educational consultants to attend the San Francisco conference where the United Nations was formed. Much of the credit for forming the U.N. Educational, Scientific, and Cultural Organization (UNESCO) is due to his leadership at this conference.



JAPANESE-AMERICAN TEACHER BACKED BY ASSOCIATION

WASHINGTON, D.C.—NEA has filed a "friend of the court" brief with the U.S. Civil Service Commission's Board of Appeal and Review in support of a Japanese-American teacher who claims to have been denied promotion to an administrative position in overseas dependent schools in Japan because of his race. He was also denied admission to an administrative training program. He also claims these actions are part of a general pattern of discrimination against Asian-Americans in the school system.

When Fred I. Nakagawa initially applied for promotion, he had all academic and experience requirements for the promotion. In addition, his fluency in the language and familiarity with the culture of Japan made him a valuable faculty member, for 40 percent of the country's overseas students have one or more Japanese parents. Other less qualified persons were chosen, however—none Asian-American.

The NEA brief urges the Civil Service Commission to reverse the findings of the complaint examiner—who concluded there was no evidence of discrimination, to grant Nakagawa a retroactive promotion and back pay, and to take steps to prevent future racial discrimination in overseas schools.

PUERTO RICO TEACHERS BUILD ON ASSOCIATION STRENGTH

HATO REY, PUERTO RICO—The NEA-affiliated Asociacion de Maestros de Puerto Rico is stronger than ever in the wake of a month-long strike ordered by the fledgling Puerto Rico Federation of Teachers, AFL-CIO.

The strike, regarded as counterproductive and not supported by the association, was little more than a temporary disruption of the island's educational system—though the American Federation of Teachers billed it as a raving success. Fewer than 5,000 of the island's 29,000 teachers left their classrooms. The remainder kept most schools open; in some areas there were no unusual absences of teachers or students.

NEA's affiliate opposed the strike because it was disorganized and harmful to teachers' welfare, because the federation is not recognized by the government as a representative of teachers, and most distressingly, because the strike severely slowed down the association's progress in persuading the government to approve a collective bargaining bill.

Events following the strike proved beneficial to the association, however. Jose Eligio Velez, the youthful-looking, 53-year-old president of the Asociacion de Maestros told the NEA REPORTER here last month that the association is growing stronger than ever, that teachers are filing applications for association membership in greater numbers than ever before, and that the association members are growing more militant. On the other hand, Velez said, the federation is being repudiated by its own members, parents, students, and the general public because of the strike action.

"Teachers are dropping from the federation in very large numbers, and we have been receiving new applications by the hundreds," Velez said. According to the Puerto Rico Department of Education, figures for January of this year showed that the association had 22,000 active members plus 4,000 retired members. "Though we haven't tallied the most recent membership figures," Velez said, "we have considerably more members than the 26,000 we had in January. Teachers no longer trust the Federation leadership. In the end, the union got the worst end of the deal."

Velez said the department of education suspended 800 federation members and sympathizers for violating the law. This came after a promise to strikers by the federation president that there would be "no reprisals." Gov. Colon had made no such promise.

Velez strongly suggested that the strike was politically motivated and that AFT struck to position for a bargaining election. He said the federation and other political forces—"extremists"—created several incidents involving high school students, teachers, and police. "Naturally, these incidents got immediate and extensive press coverage," Velez continued. "Some high schools were closed down and the federation used this to make it appear that their strike was a success . . . but in the end they got nothing . . . after a month-long strike they got nothing."

Asociacion de Maestros de Puerto Rico President Jose Eligio Velez explains the importance of collective bargaining legislation to teachers at a vocational school near Hato Rey.

"During the strike the union made a lot of promises to teachers," Velez said. "For example, they promised to make available individual loans up to $250, but when the teachers cashed their checks, they bounced."

Following the strike, the Puerto Rico Federation of Teachers claimed credit for winning a $225 across-the-board increase over a three-year period. But, according to Velez, the union didn't win the increase at all because the legislature had already budgeted a $225 increase before the strike. The union initially demanded a $325 increase. Later, however, it exhorted teachers to return to their classrooms for the same amount they would have received had they not gone on strike. The union settled for a $75 a month increase this year, a $75 a month increase next year, and $75 a month the following year—equaling a $225 increase over the three-year period.

"We (the association) initially suggested the $225 figure to the Governor," Velez said, "but we wanted a $100 a month increase this year, $75 next year and $50 the following year so that we would be in a better position to negotiate when the collective bargaining bill becomes law."

The association president's most immediate concern is the negative climate the strike created among the general public and particularly Gov. Rafael Hernandez Colon and the legislature. "We had strong indications before the strike that we would have a collective bargaining bill with a right-to-strike clause by September," Velez said, "but the negative feelings provoked by the strike continue to linger and the legislature isn't likely to consider the issue until the next session."

In the meantime, Velez said, "our work is cut out for us . . . we have to communicate to teachers and the general public throughout the island how important the collective bargaining measure is . . . and we will continue to insist on a right-to-strike clause being a part of that bill."

AMPR Executive Secretary Awilda Aponte
A progressive staff leader of modern-day teacher concerns

HATO REY, PUERTO RICO—The Asociacion de Maestros de Puerto Rico, once staid and steeped in tradition much like the old-world culture that still enshrines much of the island, is fast becoming a progressive, action-oriented representative of modern-day teacher concerns. One of the leaders in this move is Awilda Aponte, the first woman to be named executive secretary of the Asociacion de Maestros.

Appointed last July by the 105-member Junta, an elected group representing all enclaves on the island, the 50-year-old, divorcee has taken her position in stride.

As she said in an NEA REPORTER interview here last month, "It's really not that unusual for a woman to hold an executive position in Puerto Rico anymore . . . I know several women who hold high positions on the island." Nevertheless, it still takes a strong and forthright personality to hurdle the social obstacles placed before a divorcee in this Catholic commonwealth, according to observers.

"At first, I felt that some male staff members showed a little reluctance in accepting a woman in this position, but once the staff got to know me, we have had no problems," she said.

Indeed, the staff appears to worship her and she them. "She works very hard, she's a wonderful person and I love working for her," said Carmen Cuprill, the executive secretary's personal secretary. Other unsolicited comments and general attitudes reinforce and reflect the secretary's feelings.

Secretary Aponte said, "My aim is to work so that teachers can gain improvements—working conditions, materials, supplies, salaries—to do a better job of educating our children. That is why we urgently need collective bargaining in Puerto Rico, and why we are working so hard to

gain this right for teachers." The oldest of five children, the AMPR leader attended elementary and secondary schools in San Lorenzo and later received a bachelor's degree from the University of Puerto Rico, specializing in elementary education. She is a mother of two children and especially proud of her two grandchildren, who she sees regularly in spite of her busy schedule.

"I taught in the elementary and secondary schools for about 12 years," Aponte said, "and then went to New York University and received a master's degree in supervision and curriculum. Then I returned and taught at the University of Puerto Rico, earned a sabbatical and went back to New York University to study for a doctorate. I completed all the requirements except the dissertation, because at that time I was having problems (divorce proceedings)." After leaving New York, she went to Europe to continue studies in philosophy. "While there I was offered this position here with the association and I accepted it because my most important aim is to teach, whether it be children or grown-ups," she said. "And I felt that with an association such as this, I could help teachers where they need help."

So in the nine months that she has been on board, Aponte has been doing just that—helping teachers of Puerto Rico teach. She has coordinated and conducted seminars all over the island and helped push the Puerto Rico Department of Education into being more responsive to teacher concerns. "Last year the association was responsible for influencing the department of education to grant sabbatical leaves for teachers," she said. "This was a first . . . teachers in Puerto Rico never had the chance to earn a true sabbatical before." She said the association was also a positive force "in getting the legislature to pass a recent law which gives teachers the opportunity to study in Spain during the summer."

Most recently, Aponte's efforts have been concentrated on familiarizing teachers with the collective bargaining bill. "It may be surprising," she said, but many teachers have no idea what collective bargaining really means, so the president (Jose Eligio Velez) and I have been very busy recently visiting schools and homes all over the island in an effort to orientate them and solicit their support for this very important piece of legislation."

IOWA GETS BARGAINING RIGHTS

DES MOINES, IOWA— Political action and lobbying efforts by the Iowa State Education Association paid off as the state Senate passed a collective bargaining bill here on April 4. Gov. Robert D. Ray signed the bill into law on April 23.

Labeled the most controversial and lobbied piece of legislation ever to come before the Iowa General Assembly, the Senate voted 30 to 20 for the bill, giving bargaining rights to teachers, approved earlier by the House. ISEA capped its most successful legislative year ever by also winning more than $25 million in supplemental school aid, most of which will be used for teacher salary increases.

ISEA Executive Secretary Kenneth Wells attributed the legislative success to increased teacher involvement in political activity coordinated by the 19 UniServ directors in the state and to effective ISEA lobbying.

The bargaining bill was first approved in the state Senate last spring and made a special order of business in the House on February 20. It was debated in the House for 12 days. Some 200 amendments were presented and more than 60 were adopted. But, ISEA officials gave assurances that none of the amendments were crippling.

The amended bill includes a wide scope of negotiable items and a unique way of resolving impasse. Other measures include transfer procedures, staff reduction, in-service training, and salary and supplemental pay. Other issues mutually agreed upon may also be negotiated.

Should impasse occur, final offer arbitration would be used to reach finality. Under this system, an impartial three-member panel would review the best final offers made by each party on each item of disagreement and then select one of the final offers or the recommendation made in fact finding.

ASSOCIATIONS HIT MISUSE OF TEACHER EXAMS IN NORTH CAROLINA

WASHINGTON, D.C.— The practice of using National Teachers Exams for screening educators seeking certification in North Carolina has been challenged by NEA and the federal government.

NEA, which took the lead in successfully attacking misuse of the National Teachers Exams in South Carolina, Virginia, and Mississippi, has joined the U.S. Department of Justice's statewide suit challenging North Carolina regulations that require educators to attain prescribed scores on the teacher exam as a requisite for certification.

The Justice Department, initially alerted by NEA and the North Carolina Association of Educators, has asked the U.S. District Court to convene a three-judge court to hear its claim that North Carolina's requirement is racially discriminatory and violates Title VII of the 1964 Civil Rights Act and the Fourteenth Amendment.

The suit seeks to prevent the State of North Carolina and its Board of Education from using any minimum NTE requirements as a basis for certifying individual educators. The suit also seeks to enjoin school boards from using cut-off scores as a basis for hiring faculty and staff and to obtain back pay for individual black educators denied higher pay or employment advancement because they had not submitted requisite NEA scores.

James T. Butler, Director of the NEA DuShane Emergency Fund, said that many teachers in Mississippi, South Carolina, and Virginia are working today because of court cases NEA has won on the teacher testing issue. Butler questioned why "a college graduate who has completed a teacher education curriculum should be barred from teaching through scoring below an arbitrary cut-off point on one test. Those familiar with the NTE know that it measures only one of the multitude of personal qualities and skills necessary for successful teaching. The cut-off is inappropriate, and, we believe, unconstitutional," he said.

"Intervention by NEA and NCAE in the federal government's action against North Carolina practice is one more strategy in NEA's effort to eliminate racially discriminatory use of the NTE," Butler added.

In a decision in the Nansemond County, Virginia case, the Fourth Circuit echoed many of the arguments presented in a friend of the court brief filed by NEA last summer. Striking down use of NTE scores as the sole criterion for hiring teachers in the county and ordering reinstatement and back pay for 13 black teachers, the appeals court said that such practices violated earlier court rulings as well as guidelines for the test's use as established by the Educational Testing Service.

The court held the cut-off score of 500 to be "patently arbitrary and discriminatory" because the school board had failed to show that the NTE bore a demonstrable relationship to teaching performance and it had presented no evidence to establish any relationship between test questions and knowledge required for teaching.

Butler, noting the Nansemond County victory, declared: "We expect this ruling will have a positive impact on the North Carolina suit. We also hope that it will assist NEA and the Educational Testing Service in their current efforts to urge the state legislature in South Carolina to remove its statewide NTE cut-off score requirements for certification and pay differentials."

CANDIDATES FOR NEA OFFICE

Delegates to the NEA Representative Assembly in Chicago will elect a vice-president, a treasurer, and two members of the NEA Executive Committee. The Schedule of Transition, which sets conditions for changes from the old to the new NEA governing documents, provides that the vice-president and the Executive Committee members elected in 1973 and 1974 will serve through August 31, 1975. The treasurer elected in Chicago will serve in that post from September 1, 1974, through August 31, 1975, and on September 1, 1975, will assume the duties of secretary-treasurer and serve through August 31, 1976.

NEA Standing Rule 10, on "Advance Filing and Publicity," makes the following provisions:

"Individual members or affiliates of the NEA planning to nominate a person for vice-president, treasurer, or member of the Executive Committee, may file their intention in writing with the executive secretary of the NEA, along with a statement of consent of the candidate and picture and biographical data of the candidate.

"The executive secretary of the NEA shall cause to be published in an NEA publication sent to active members a picture and biographical statement of each candidate who has the endorsement of his state association and/or an affiliated Department within his state, and who has filed and presented such data by March 1. Distribution and display of campaign literature shall be restricted to the year of the nominee's candidacy."

The Reporter here presents pictures and biographical statements (submitted by their sponsors) of candidates for vice-president and for Executive Committee whose sponsors have met the requirements stipulated in Standing Rule 10.

Listed below are other candidates who have filed for NEA office and whose names will appear on the ballot at the 1974 Representative Assembly. Their photographs and biographical information do not appear because certain conditions prescribed in the Standing Rules for such publication were not met.

- Antonia Cortese, New York, candidate for vice-president.
- George Gumeson, California, candidate for treasurer.
- Robert Oravetz, Pennsylvania, candidate for treasurer.
- Judy Behnke, Missouri, candidate for Executive Comittee.
- Tay McArthur, California, candidate for Executive Committee.

Ramon Huerta
for Vice-President

Sensitive to the needs of classroom teachers throughout the United States, Ramon Huerta, candidate for the office of NEA Vice-President, pledges to continue to be responsive to the needs of the membership of the NEA. Ramon, a Spanish teacher at Highland High School in Albuquerque, New Mexico, is completing his first term on the NEA Executive Committee. Long active on the local and state association levels, he brought to the national level a strong commitment to teacher advocacy and to the strengthening of local associations through the UniServ program. As Vice-President, Ramon will continue his efforts to maintain the NEA as a strong and independent organization, without affiliation to the AFL-CIO or any other labor organization.

Willard McGuire
for Vice-President

Willard is a junior high mathematics and Spanish teacher in North St. Paul, Minnesota, who moved his local association forward as an involved member and as its elected president.

He later assumed many responsibilities at the state level including being elected to the MEA Board of Directors.

Among many leadership roles at the national level, Willard was elected to the NCUEA executive committee, the NEA's Association of Classroom Teachers executive committee, and the first vice chairman of Con Con. He chaired the Minneapolis Session of Con Con and later served on the NEA Bylaws and Rules Committee.

Willard is committed to making NEA strong in the political arena and to assuring that the voice of the classroom teacher is a part of all educational decisions.

John T. McGarigal
for Treasurer

John T. McGarigal knows the business of education—as a professional educator for 24 years, and as a businessman with 21 years' experience in management, tax-consulting, and banking.

He has been a classroom teacher; a college lecturer; business consultant; public accountant; a member of the NEA Board of Directors; Vice Chairman, NEA Program and Budget Committee; a member of the MTA Executive Committee and Board of Directors; and President and board member of MBEA.

John T. McGarigal is a life member of the MTA and NEA. He holds degrees in education, accounting and business education. He is currently assistant principal for Curriculum and Finance, Rockland, Mass., High School. As NEA Treasurer, he will bring the financial matters of NEA closer to all members.

Robert C. Baldis
for Executive Committee

Bob Baldis is presently completing a two-year stint as a full-time president-elect and president of the Pennsylvania State Education Association. Previous association experience includes faculty representative, treasurer, president, and chief negotiator of his Gateway local; and PSEA regional level experience. He is serving a three yr. term on Pennsylvania's Public School Employees Retirement Board.

Bob is on leave from the Gateway School District where he has served as an elementary and junior high school teacher and currently as a Junior High School Counselor. In addition, he has been a part-time community college instructor and a supervisor of orphaned and delinquent boys.

Bob received his Bachelors in Elementary Education from California State College and his Masters in Guidance and Counseling from Duquesne University.

Oliver Ocasek
for Executive Committee

Oliver Ocasek has been an Associate Professor of Secondary Education at the University of Akron in Akron, Ohio for 14 years. Previous to this, he was a classroom teacher and school administrator for 14 years in Ohio. During these 28 years, he has been active in local, districts and state association matters. For the past 10 years, he has been a member of the Executive Committee of O.E.A., serving as its senior member. Professor Ocasek is also Senator Ocasek, serving in the Ohio Senate for the past 16 years. There he has offered over 100 laws in the field of education and school finance. Senator Ocasek served 4 years on the NEA National Level Legislative Committee, being its chairman in 1972-73. As a member of this committee, he participated in many legislative activities on behalf of educators throughout the country.

John E. Ryor
for Executive Committee

John Ryor, 38, is married and the father of six children. A classroom teacher for the last 14 years, he received his B.A. and M.A. from Western Michigan University.

He has a wide range of teacher advocacy experience in the United Profession.

He served two terms as president of the Springfield Education Association and was on the negotiating team five years.

John served on the Michigan Education Association Board of Directors (seven years), and MEA Executive Committee (three years), and as MEA President (1972-73).

He is currently President of the National Council of State Education Associations, and during the last two years has been appointed to several critical NEA committees, among them the "Committee of 12" and the NEA Advisory Committee on merger discussions.

ANNUAL MEETING . . .

(Continued from page 3)

delegates will have been pre-registered at NEA Center. They will merely surrender their pre-registration cards to obtain their ribbon and program. Non-delegates, visitors, and guests will register in Chicago. Badges will be required for admission to all events at the meeting, with delegate ribbons necessary for Assembly sessions.

Delegate information and housing requests by members should be channeled through the state associations.

Two innovations will mark the exhibits at the Chicago meeting. A Film Theater will be open continuously—showing films appropriate for in-service education or classroom use. And exhibits will be grouped into four major areas of interest: teaching aids, leisure activities, audiovisual supplies, and books.

Exhibits and the Film Theater will be open to delegates and others with badges from 9 a.m. to 5 p.m. on June 28 and from 9 a.m. to 2 p.m. on June 29.

The final event of the Chicago meeting will be an inaugural ball in honor of the newly elected NEA officers, sponsored by incoming President James A. Harris. The ball will feature Count Basie and his orchestra, with all net proceeds going to NEA-PAC. Basie will perform at 10 p.m. that evening and will provide dance music until 1 a.m. Formal dress for the ball is invited but optional.

Reservations for inaugural ball tickets may be made via the coupon at left. Cost is $15 per person, to be paid in Chicago.

RESERVATION FORM

Inaugural Ball Chicago July 3, 1974

TO: NEA Office of Convention & Conference Planning
1201 Sixteenth St., N.W.
Washington, DC 20036

Please reserve ..... tickets at ($15 each).
I will pay for the tickets in Chicago.

Name .....

Street .....

City ..... State ..... Zip .....

NEA RESOLUTIONS FOR ACTION IN CHICAGO

WASHINGTON, D.C.—NEA's 111-member Resolutions Committee met here March 28-30 to review the Association's 1973 resolutions and to discuss proposed 1974 resolutions.

The committee—with members from every state, Puerto Rico, and Overseas—received information from several persons, including representatives of the Program and Budget Committee, the Legislative Committee, and the National Faculty Association. In addition, the committee received a preliminary report on implementation of 1973 resolutions.

Delegates are urged to bring this issue of the NEA Reporter to the Chicago meeting. The preliminary report of NEA Resolutions will not be reproduced widely in any other form.

The NEA Resolutions Committee—made up of 111 delegates from every state, Puerto Rico, and Overseas—meets at NEA Center.

Chairperson Bernard J. Freitag said that "it was particularly helpful to the committee to receive a first-hand report from President Helen D. Wise." He reported also that the committee acted on several proposals and deferred action on others, requesting that additional information be provided before the Chicago annual meeting.

The proposed 1974 resolutions (which appear on this and the next pages) are subject to change and additions of topics in Chicago.

"Members are urged to send comments on the preliminary report to the Resolutions Committee staff at NEA Center, so that the committee can consider them at its meeting just prior to the opening of the Chicago meeting," Frietag said.

Continuing resolutions to be changed, edited, or deleted are starred, with the proposed resolutions following last year's version. A brief italicized description follows each recommended change in a continuing resolution. The proposed current 1974 resolutions follow the continuing.

The Charter of the National Education Association states that the purpose and objects of the said corporation shall be "to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States."

The purpose and objects of the Association are, therefore, regularly set forth in a statement of resolutions committing the Association to action, upon adoption by the Representative Assembly. The Resolutions Committee defines resolution as an expression of the belief or position of the Association or the direction in which it is moving. A resolution calls for interpretation or action by various agencies including the Association.

Resolutions of a more permanent nature are "Continuing Resolutions." The titles of these resolutions will be preceded by the letter "C" and the appropriate number. Resolutions which require immediate action are "Current Resolutions." Their titles will be preceded by the appropriate year and number.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6(j) states: "New business consists of those motions that reflect the will of the Assembly on matters which relate to the operation of the Assembly or programs of action for the Association. Such motions are specific in nature and terminal in application."

CONTINUING RESOLUTIONS

A. Education in America

C-1. Educational Opportunity for All. The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be offered at public expense, and be required through the secondary school. The individual also must be free to choose, to supplement, or to substitute education in privately supported nonpublic schools.

***C-1. Educational Opportunity for All.** The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be required through the secondary school, be offered at public expense, and be guaranteed by the Constitution of the United States.

Added "guaranteed by the Constitution of the United States."

C-2. Public Education. The National Education Association believes that solutions to the problems facing public education must preserve and strengthen the priceless heritage of free public educational opportunities for every American.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education and safeguard the education of all.

The public school system is not expendable. Any movement that would diminish this vital asset will be opposed by the Association.

C-3. Schools in Crisis. The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher than average per pupil financial allocations to increase staff, buildings, and instructional material. Massive financial support is required to provide quality education. Organization patterns must be developed which effectively involve parents, teachers, and students.

The Association urges its affiliates to initiate programs which strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to in-from and assist teachers in such schools. Continuous communication and involvement with community groups are keys to the success of such programs.

The Association directs its officers and staff to design action programs and seek necessary legislation and financial support to schools in crisis.

C-4. Desegregation in the Public Schools. The National Education Association believes it is imperative that desegregation of the nation's schools be effected. Policies and guidelines for school desegregation in all parts of the nation must be strengthened and must comply with Brown *v.* Board of Education; Alexander *v.* Holmes County Board of Education, Mississippi; other judicial decisions; and with civil rights legislation.

The Association recognizes that acceptable desegregation plans will include a variety of devices such as geographic realignment, pairing of schools, grade pairing, and satellite schools. These arrangements may require that some students be bussed in order to implement desegregation plans which comply with established guidelines adhering to the letter and spirit of the law. The Association urges that all laws of this nation apply equally to all persons without regard to race or geographic location.

The Association will continue to oppose vigorously desegregation plans and practices that result in the systematic displacement or demotion of black principals and teachers, It urges federal agencies charged with approving and enforcing plans to do the same.

The Association believes that educators must have a voice in the decision-making process that involves transfer of educators to achieve racial balance.

B. Professional Competence

C-5. A Certificated Educator in Every Professional Position. The National Education Association believes that each educator must have the knowledge and skills necessary to perform his duties.

The Association will work to assure that all professional positions are filled by a certificated educator; also that special areas and/or specialized positions be filled by certificated personnel explicitly certificated in each area.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions or through the revision of school staff management under the guise of improving educational opportunity.

***C-5. A Certificated Educator in Every Professional Position.** The National Education Association believes that each educator must have the knowledge and skills necessary to perform his duties.

The Association insists that professional positions, including specialized positions, be filled by an educator holding the appropriate certificate and that there be interstate certification reciprocity for mobile teachers.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions or through the revision of school staff management under the guise of improving educational opportunity.

Revised second paragraph.

C-6. Evaluation and Subjective Ratings. The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including identification of (a) factors that determine professional competence; (b) factors that determine the effectiveness of competent professionals; (c) methods of evaluating effective professional service; and (d) methods of recognizing effective professional service through self-realization, personal status, and salary.

The Association also believes that evaluations should be conducted for the purpose of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration and the governing board.

The Association insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to:

a. Information concerning the evaluation procedure of the school district or institution.

b. Open evaluation without subterfuge and advance notice of evaluation visits with discussion of the teacher's goals and methods.

c. Evaluation at least in part by peers skilled in the teacher's professional or subject area.

d. Consultation in timely fashion after a formal evaluation visit and receipt of and opportunity to acknowledge in writing any formal evaluation report prior to placement in a personnel file.

e. Evaluation reports which assess strengths, note progress, indicate remaining deficiencies and suggest specific measures the teacher can take to overcome indicated deficiencies.

f. Participation in a professional development program including such activities as appropriate counseling and supportive services, released time for in-service work, and opportunity to observe or seek and give assistance to other teachers in classroom settings other than one's own.

g. Access to all items in the educator's personnel file (except privileged ocmmunications relating to his initial employment in the school system or college or university), review of material prior to placement in the file, opportunity to attach a written response, and access to a procedure to remove inappropriate, unfounded material.

h. Supervision which is constructive, provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

The Association believes that examinations such as the National Teacher Examination must not be used as a condition of employment or a method for evaluating educators in service for purposes such as salary, tenure, retention, or promotion.

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Revised last phrase in "g."

C-7. Accreditation of Teacher Preparation Institutions. The National Education Association believes in the importance of national accreditation for all teacher preparation institutions and supports the concept that a single national non-governmental agency perform this function.

The national agency must be broadly representative of the teaching profession and must include equitable representation of K-12 teachers in all matters of policy and function.

C-8. Paraprofessional and Auxiliary Personnel. The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from non-teaching duties. The Association also urges its affiliates and local school systems to become involved in the recruitment, orientation, and training of paraprofessional and auxiliary personnel.

C. Educational Program Adapted to Individual and Social Needs

C-9. Physical Environment for Learning. The National Education Association believes that the physical environment for learning must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety to serve all students.

C-10. Improvement of Instruction. The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. Much of the responsibility to make educational changes should lie with the teachers through their influence and involvement in democratic decision making in and out of the school.

The Association supports the principle of involving its National Affiliates, Associated Organizations, and Departments in efforts to improve instruction in our schools.

The Association urges local affiliates to involve members and those affected in the development and implementation of programs for instructional improvement, curriculum development, and individualization of instruction relevant to the needs of the students.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. It encourages school systems to establish learning materials centers.

The Association further recommends that the profession, in cooperation with other interested groups, establish standards for educational materials, and insist that publishers and producers use the services of a competent educational institution or facility to field test, in actual classroom situations, such materials, and publish the results of their effectiveness.

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The Association urges local affiliates to involve members and those affected in the development and implemntation of programs for instructional improvement, curriculum development, and individualization of instruction relevant to the needs of the students.

The Association endorses affirmative action plans that establish procedures and timetables for reducing racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. It encourages school systems to establish learning materials centers.

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Paragraph four is new.

C-11. Selection of Materials. The National Education Association believes that decisions on which school learning experiences will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers must select instructional materials without censorship. Challenges of the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations which restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials.

C-12. Cultural Diversity in Instructional Materials. The National Education Association believes that educational materials should portray our cultural diversity and the contributions of ethnic minority groups. Ethnic minority teachers must be involved in selecting such materials, and in preparing teachers for their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitude and recommendations from various segments of the literary world. The Association also acknowledges that many contemporary texts related to ethnic minority groups do not portray a realistic concept of their life styles but convey a negative self-concept to the ethnic minority students.

C-13. Bilingual Education. The National Education Association urges and will support its members and affiliates in seeking repeal of state laws prohibiting the teaching of subjects other than foreign languages in any language except English. The Association further urges the enactment of legislation that requires bilingual education according to need and that will provide necessary funds to develop and provide teaching materials appropriate for students whose sole or major language in the home is other than English.

***C-13. Bilingual-Multicultural Education.** The National Education Association urges its affiliates and members to seek the enactment of legislation that requires bilingual-multicultural education according to need.

The Association believes that the legislation must provide the funds necessary to prepare teachers and other school personnel through appropriate pre- and in-service programs, and to develop and utilize appropriate teaching materials and other resources.

Revised.

C-14. Environmental Education. The National Education Association is concerned for an improved environment conducive to physical, emotional, and intellectual well-being. The Association strongly urges local affiliates and school systems to develop criteria for grades K through adult in accordance with the Report of the Task Force on Environmental Education.

The Association shall actively encourage the initiation and improvement of federal legislation and appropriations which shall provide education for use, stewardship, and preservation of a viable environment and which shall eliminate pollution and promote the preservation of our environment. The Association urges its affiliates to support these endeavors.

The Association urges world leaders to work cooperatively to resolve environmental problems.

***C-14. Environmental Education.** The National Education Association believes the nation's priorities must include the protection of our environment. It urges the development and improvement of federal legislation, programs, and appropriations that provide education: (a) for use, stewardship, and preservation of a viable environment; (b) to eliminate pollution; and (c) to promote an understanding of the effects of population change.

The Association urges its affiliates to support appropriate programs in school systems for grades K through adult in accordance with the Report of the NEA Task Force on Environmental Education.

Revised. Added "population change" in first paragraph.

C-15. Health of Children. The Association believes that a wholesome environment is essential for the proper education and growth of children. It urges its affiliates to support programs which would—

a. Promote educational programs for parents to improve home atmosphere.

b. Provide special preventive services in the schools to detect impending difficulties early.

c. Improve educators' understanding of child growth and development to ensure the provision of a climate in the school conducive to good health.

d. Strengthen and improve the enforcement of child abuse laws.

e. Provide increased utilization of teachers, pupil personnel, and health service staffs, and students in team efforts to resolve the causes of mental, emotional, and physical problems of children.

f. Provide comprehensive school and community health facilities and federal health plans to meet the needs of children.

C-16. Pupil Personnel Services. The National Education Association urges that pupil personnel services, including counseling, social work, health, and psychological services, be increased, and established where they do not now exist, particularly in elementary schools.

C-17. Conversion to the Metric System. The National Education Association believes that a carefully planned effort to convert the metric system is essential to the future of American industrial and technological development and to the evolution of effective world communication. It supports federal legislation that would facilitate such a conversion.

The Association declares that teachers of all grades should teach the metric system as the preferred system of weights and measures of the United States, and beginning in 1973-74, should teach the metric system with greater emphasis to assure, as a national goal, the orderly transition to the use of the metric system by 1980.

***C-17. Conversion to the Metric System.** The National Education Association believes that a carefully planned effort to convert to the future of American industrial and technological development and to the evolution of effective world the metric system is essential to communication. Its supports federal legislation that would facilitate such a conversion.

The Association urges that the metric system of weights and measures be taught at all educational levels to assure the orderly transition to the use of the metric system as a primary system.

Last paragraph revised.

C-18. Moral and Ethical Values. The National Education Association believes that an understanding of the American heritage and the traditional values of the American way of life is a primary goal of teaching and learning in the public schools.

The Association recommends that all educators emphasize, through their professional activities inside and outside the classroom, the application of our moral and ethical values.

The Association also urges that schools make every effort to develop in school-age citizens, through curiculum, programs, and activities, a capacity for moral judgment and a sense of responsibility in both the public and the private spheres.

C-19. Human Relations in the School. The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse certificated and support staffs.

b. The development of ways to improve police-community and student-police relations through the joint efforts of school, community, and law enforcement agencies.

c. The reduction of the ratio of students to certificated staff to the level teachers determine, in each case, is essential to improved learning.

d. Further research and development of ways to identify, change, and, if necessary, exclude prejudiced personnel who exhibit prejudiced behavior detrimental to the school environment.

e. The training of police in behavioral sciences, sociology, and human relations to encourage an enlightened approach to law enforcement.

C-20. Human Relations Day. The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Human Relations Day," in memory of Dr. Martin Luther King, Jr. The Association calls upon the President of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances on this date that will promote goodwill among men.

D. Financial Support

C-21. Basic Financial Support. The National Education Association believes that to achieve the Association's commitment to education in America, and to assure fair tax practices for all citizens, public education must be supported from public tax sources in accordance with the following principles:

a. The federal share of financing public education must be at least one-third the total cost.

b. The state and local share of finance must be derived from a tax system which is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

c. Restrictive limits must not be imposed on school budgets, and long-term borrowing.

d. The mount of federal and state support must be generally predictable for long-range planning, and be specifically predictable for year-to-year planning.

e. Support programs must make adequate provisions for research, and development, and for promoting improvements in educational practice.

f. Local governing boards must be fiscally independent.

g. A process of continuing tax revision must be established at all levels of government.

h. The process of tax administration must be subject to continuing review.

C-22. Federal Support of Public Education. The National Education Association seeks general federal support for the whole of public elementary and secondary education. It believes that federal monies must be expended solely for public education. It seeks federal support in line with the following principles:

a. The Federal share of the costs of public elementary and secondary education must be at least one-third.

b. Federal funds must be allocated without federal control for expenditure and be suballocated by state education agencies.

c. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

d. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

e. Public funded services for nonpublic students must be strictly limited to medical and dental care, public welfare programs, school lunch and milk programs, and public safety services such as fire and police protection, which are budgeted and administered through the appropriate public agencies.

f. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.

The Association will oppose any bill which includes provisions in federal legislation to provide funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students.

C-23. Professional Salaries. The National Education Association believes that the salary policy of any school system should be based on clearly defined factors which are applicable to salaries for all professional services including summer school, extended school year, after-school activities, federally supported programs, exchange programs, and research and writing assignments. Teachers shall not be required to perform extra duties within the school day. No professional group should be overlooked in the establishment of such policies.

The Association believes that salary scales for principals, other building supervisors, and central-office administrators should be related to the salary schedule for teachers by ratios which reflect differences in assigned responsibilities and length of contract year. Said ratios should be developed

and applied in such manner as to grant equal salary differentials for equal amount of advanced preparation.

1. The Association believes that a professional salary schedule for K-12 teachers should—

a. Be based upon preparation, teaching experience, and professional growth.

b. Have structural continuity through the use of an index or percentage guide.

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials.

d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry.

e. Provide a differential of 15 percent or more between the scheduled minimum salaries for the bachelor's degree and master's degree scales.

f. Have automatic annual increments for experience which are in no case less than 7 percent of the bachelor's degree minimum.

g. Provide for doubling the bachelor's degree minimum in the basic salary schedule with a master's degree or equivalency in no more than 10 years and for advancing at least to a ratio of 2.5 times the bachelor's degree minimum with advanced preparation and experience.

h. Establish salary credit for intermediate preparation levels between full-year classes to encourage academic advancement beyond the bachelor's degree.

i. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents.

j. Place newly appointed teachers on step according to their teaching experience, allowing full credit for all previous service outside the district.

k. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments.

1. Be developed through the proces of professional negotiation.

2. The Association believes that the salary policy of community and junior colleges, colleges and universities should be based on clearly defined objective criteria that are applicable to salaries for all professional services including summer sessions, inter-sessions, extra-curricular activities, federally supported programs, and research.

The Association believes that a professional salary for faculty should—

a. Be based upon preparation, experience, and length of service.

b. Have structural continuity through the use of an index or percentage guide.

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials.

d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry, and adjusted annually through negotiated contracts which result in a doubling of the current annual minimum salary within ten years of faculty experience.

e. Assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria to eliminate the disparities which currently exist among faculty members of comparable preparation, experience, and length of service.

f. Be applied in an equitable manner permitting no discrimination as to level or subject taught, residence, creed, race, sex, or marital status.

g. Place newly appointed faculty on step according to their teaching experience, allowing full credit for all previous service outside the institution.

h. Be developed through the process of collective bargaining.

***C-23. Professional Salaries.** The National Education Association believes that salary policies should be based on clearly defined factors that are applicable to salaries for all professional services. Educators should not be required to perform extra duties without extra pay. No professional group should be overlooked in the establishment of such policies.

The Association also believes that local affiliates can best promote the economic welfare of all educators by following the salary standards developed at the state and national levels.

Revised.

C-24. Tax Deductions for Professional Expenses. The National Education Association believes that educators must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible from gross income in the computation of federal and state income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel when they satisfy employers' requirements for the maintenance and improvement of teaching skills.

The Association calls upon the Internal Revenue Service to apply these regulations uniformly and equitably in all of its districts.

C-25. Teacher Retirement. The National Education Association believes that a retirement program for teachers includes—

a. Soundly financed retirement systems.

b. Benefits from state and local systems of at least 50 percent of the average of the highest 3 years of salary after 20 years of service.

c. Full vesting in state and local systems after not more than 5 years of service.

d. Automatic cost-of-living benefits in local, state and national systems.

e. A joint federal-state program to provide those who have taught in two or more states, or in the Overseas Dependents School System, or other government schools, with benefits substantially the same as they would receive if they retired after a career in one state. The Association urges its affiliates to support state statutes compatible with the Federal Mobile Teachers Retirement Assistance Act and pledges its assistance in preparing and promoting such legislation.

f. Full federal funding and equitable administration in the granting of teacher retirement credit for military service.

g. Benefit provisions in all systems which do not discriminate on the basis of sex or marital status.

h. Social security benefits, where approved by a majority of members in the system. Retirement benefits must not be reduced by some part or all of a teacher's social security benefits. Notice must be required to employees when a governmental employer plans to terminate coverage and a method established to permit employers who have terminated to reenter the system. The Association believes the retirement age under social security should be reduced.

i. Pre-retirement counseling.

j. Retirement housing facilities for teachers.

k. Teachers' contributions that are not subject to federal income taxation at the time contributed.

***C-25. Teacher Retirement.** The National Education Association believes that a retirement program for teachers includes—

a. Soundly financed retirement systems.

b. Benefits from state and local systems of at least 50 percent of the average of the highest 3 years of salary after 20 years of service; eligibility for disability after 5 years of service.

c. Full vesting in state and local systems after not more than 5 years of service and provisions granting teachers the opportunity to equitably purchase at least 10 years of lost out-of-state teaching credits.

d. Automatic cost-of-living benefits in local, state and national systems.

e. A joint federal-state program to provide those who have taught in two or more states, or in the Overseas Dependents School System, or other government schools, with benefits substantially the same as they would receive if they retired after a career in one state. The Association urges its affiliates to support state statutes compatible with the Federal Mobile Teachers Retirement Assistance Act or any program providing comparable portability coverage and pledges its assistance in preparing and promoting such legislation.

f. Full federal funding and equitable adminstration in the granting of teacher retirement credit for military service.

g. Benefit provisions in all systems which do not discriminate on the basis of sex or marital status.

h. Social Security where desired by eligible teachers and providing that teachers are notified in advance if a governmental unit plans to terminate coverage. A method permitting terminated employees to re-enter the system. Retirement benefits not reduced by some part or all of a teacher's social security benefits. The Association believes the retirement age under social security should be reduced.

i. Pre-retirement counseling.

j. Retirement housing facilities for teachers.

k. Teachers' contribution that are not subject to federal income taxation at the time contributed.

l. Annual financial statement distributed to all members.

Added concepts in paragraphs "b," "c," "e," and "h." Added new "l."

E. Organizational and Administrative Services

C-26. United States Department of Education. The National Education urges the establishment of a cabinet-level U.S. Department of Education.

C-27. Decentralization in Large Cities. The National Education Association believes that the educational decision-making process must be as close as possible to the citizens and professional staffs directly served by, or involved in, local communities within the cities and recommends decentralization in large cities.

The Association endorses the concept of elected boards of education within large cities. The appropriate delineation of authority and power between a central city board of education and the community boards within the city is a critical factor in ensuring the success of decentralization. Such delineation will inevitably vary from city to city based upon local circumstances, custom, state laws, immediate needs, and historical precedent. Precedent and custom, however, must not be allowed to stand in the way of establishing smaller and more viable units of school governance and administration which will make large city schools more responsive and accountable to the various groups they must serve.

The Association also believes that elected community boards of education must possess clearly defined authority in the areas of curriculum, educational materials, school program, and personnel, with negotiation rights and procedural due process guarantees for the educators of the city.

C-28. Time To Teach. The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to the conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including time for planning and elimination of the noninstructional tasks required of a teacher.

Class size must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction. The ratio of the professional personnel serving students should be at least 60 professional staff members per 1,000 students, not including paraprofessionals.

F. Employment Practices and Standards

C-29. Written Personnel Policies. The National Education Association insists that personnel policies be written and be developed cooperatively by local associations and boards of education. The Association further insists on a cooperative annual review for improvement of the personnel policies. Where it exists, improvements will be made through the negotiation process.

C-30. Nondiscriminatory Personnel Policies. The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, or demoted because of race, color, national origin, religious beliefs, political activities, professional association activity, age, or sex.

It may be necessary to give preference in the hiring, reaction, and promotion policies to certain racial groups or women to overcome past discrimination.

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It may be necessary to give preference in the hiring, retention, and promotion policies to certain racial groups or women to overcome past discrimination.

Added last phrase to paragraph 1.

C-31. Fair Housing. The National Housing Education Association believes that all citizens should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom.

C-32. Equal Opportunity for Women. The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation, and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which states: 'Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." The Association urges its affiliates to support ratification of the amendment.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, national origin, and sex.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave; child-care leave; and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of Women's Education Committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated from the curriculum.

***C-32. Equal Opportunity for All Persons.** The National Education Association insists that all persons, regardless of sex, be given equal opoprtunity for employment, promotion, compensation, and leadership in all activities.

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The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, national origin, and sex.

The Association urges governing boards and education associations to eliminate discriminatory practices against all persons in employment, promotion, and compensation. Personnel policies must include parental leave; child-care leave; and professional leave, which encourages participation in professional growth experiences and preparation for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure all persons equal access to elective, appointive, and staff positions.

The Association urges the establishment of Women's Education Committees in local and state associations as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated from the curriculum.

Changed "women" to "all persons," and edited.

C-33. Professional Negotiation and Grievance Procedures. The National Education Association believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards through representatives of their choosing, to establish, maintain, protect and improve terms and conditions for professional service and other matters of mutual concern, including a provision for agency shop.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association also recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith or do not comply with negotiated contracts.

The Association seeks the enactment of a federal professional negotiation law and urges its affiliates to seek state negotiation legislation substantially equivalent to the federal statute.

C-34. Fringe Benefits. The National Education Association believes that to attract and retain competent staff, school systems must provide fringe benefits comparable to those of other professions and occupations requiring similar preparation and responsibility. These programs should include the items recommended in the Association's guidelines for fringe benefits.

***C-35. Educators and National Service.** The National Education Association urges that the Selective Service System delay to the end of the school year the induction of any educator who is drafted during the year.

An educator whose career is interrupted because he is drafted, or called to active service by the National Guard or the reserves, or who volunteers to fulfill his military obligation, should be guaranteed reemployment and other benefits that would accrue if he continued in a position with the school system, such as continued tenure, salary increments, and service credit toward retirement.

Delete. No longer applicable.

G. Professional Autonomy and Freedom

C-36. Professional Autonomy. The National Education Association believes that the profession must govern itself. Members of the profession, through professional standards boards and professional practices commissions, must set and enforce standards of license, practice, ethics, and competence.

C-37. Continuing Employment and Fair Dismissal Practices. The National Education Association believes that laws in each state must provide for the continuing employment of educators.

The Association also believes that provisions in state laws and master contracts must afford educators, before demotion, dismissal, or nonrenewal of contract for good and just cause the following:

a. Timely and adequate notice of hearing, including a statement of charges.

b. A fair hearing with opportunity to confront and cross-examine witnesses and to present argument and evidence in defense.

c. Representation by legal counsel.

d. A decision based upon the evidence adduced at the hearing, with a statement of the reasons for the decision and evidence relied upon by an impartial decision maker.

The Association urges its affiliates to seek the inclusion of these provisions in state laws and master contracts and will support its affiliates in such efforts.

C-38. Academic Freedom. The National Education Association believes that academic and professional freedom is essential to the teaching profession. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and his teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

Professional freedom includes the teacher's right to evaluate, to

criticize, and to advocate his personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated.

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Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated.

Added last sentence to paragraph 1.

H. Active Participation in Public Policy Making

C-39. Public Understanding. The National Education Association believes that professional associations must promote public understanding of education and encourage wide public and parental participation in solving education's problems.

The Association also believes that there must be a representative, nonpartisan board of education in each school district, which also has a responsibility to promote public understanding of the schools.

C-40. Civil Rights, The National Education Association is committed to the achievement of a racially integrated society and calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, age, and economic status that prevent some citizens from exercising rights that are enjoyed by others including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgement of human and civil rights. Citizens must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society.

C-41. The Educator as a Citizen. The National Education Association believes that every educator has the right and obligation to be an informed and politically active citizen. It supports voter education to alert new voters of voting laws and procedures, and key political issues. It urges local affiliates to seek written governing board policies to guarantee including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. Provisions should be made to enable educators to serve in public office without personal loss and without curtailment of annual increments, tenure, retirement, or seniority rights.

Major decisions affecting schools and colleges are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified, committed candidates who support the established goals that will provide quality education.

C-42. Mass Media. The National Education Association recognizes the total educative effect of the communications media whose obligation should be to provide full, constructive, and accurate presentations. It notes the progress that is being made to improve such programs and materials.

The Association recommends that educators, in cooperation with parents, and others concerned, seek to influence the policies followed by the mass media and, at the same time, help children to become intelligently critical viewers, listeners, and readers.

I. Professional Associations

***C-43. Strong Professional Associations.** The National Education Association and its state and local affiliates must enroll all eligible educators, and the Executive Committee must be free to explore all types of organizational alignments with teacher organizations and other public employees to provide a coordinated program of services and to make the profession's influence felt in the community, state, and nation. The Association believes that members should be compensated by their association while serving as elected officers. Members must observe and professional associations must enforce the Code of Ethics of the Education Profession. The Association believes that school policies should provide released time without loss of pay for educators fulfilling leadership responsibilities in their professional organizations or attending professional meetings.

The Association supports and encourages the Student National Education Association and Student Action for Education.

Associations at all levels must be sufficiently staffed and financed to train and assist members to implement the goals and policies they set.

Associations at all levels shall establish and maintain nondiscriminatory personnel policies for their employees; adopt recruitment policies to ensure the employment of women and of representatives of cultural and ethnic groups at all levels of staff responsibility; provide staff participation in establishing written personnel policies; and extend the rights of professional negotiation to all staff members.

Delete. Concepts in new Constitution and in C-23; C-30; C-48.

***C- 44. Defense of Educators.** The National Education Association will support any educator or class of educators whose professional or political status or rights have been menaced or unfairly restricted. Where legal and other restrictions prevent educators from exercising these rights, the Association will support state and local affiliates' efforts to remove such restrictions.

The Representative Assembly calls upon the Executive Committee, the Teacher Rights Committee, and Administrative Committee to continue their unlimited support to educators in retaining their positions when threatened with transfers, demotions, dismissals, and being passed over for promotions based on race.

The Association deplores and condemns any practice where as a result of desegration of school systems black educators are dismissed, demoted, misassigned, or not rehired based on race.

The Representative Assembly mandates that any school official or school system practicing discrimination against any employee based on race shall be censured by the National Education Association. The Assembly calls upon the Department of Health, Education, and Welfare to enforce the guidelines governing this subject.

Delete. New business items inappropriate. Some concepts in C-4, C30.

C-45. Education in Correctional and Rehabilitation Agencies. The National Education Association will provide legislative and professional support to its members teaching in federal, state, and local correctional and rehabilitation institutions, in hospitals, and in other custodial agencies. The Association will assist its members in improving the standards of instruction in these institutions.

C-46. Representation on Bodies of the Association. The National Education Association shall be represented by a majority of classroom teachers on each of its appointive bodies that are intended to be generally representative of the interests of educators.

In selecting persons to serve, the President or the Executive Committee shall, as terms expire, raise classroom teacher representation to at least 75 percent. Committees created by the Board of Directors shall have at least 75 percent classroom teacher representation.

The Association shall, as vacancies occur, include at least one member of a minority group on each of its appointive bodies.

C-47. Organizations of Other Nations. The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations.

C-48. Membership Participation in Associations. The National Education Association believes that every educator has the right and obligation to participate fully in the professional association.. At every level of the united profession constitutional guarantees should (a) provide each member the same opportunity to hold office or otherwise serve in elected or appointed capacities and (b) provide each member due process to resolve grievances resulting from association practices.

1. Minority Concerns. The Association and its affiliates shall provide constitutional guarantees for at least proportionate minority membership in every phase of governance. Candidates for positions so established must be nominated by the minority group(s) represented. Operational guarantees shall provide for at least proportionate minority representation in staff positions and program development.

The Association urges its affiliates to establish units to promote minority group involvement in the united profession.

2. Evaluation of Merged Associations. The Association recognizes the need to evaluate the extent to which adopted merger agreements are implemented. Such evaluations should be made using the evaluative criteria established by the Executive Committee including the following:

a. There is compliance with the terms of the merger agreement, in fact and in spirit.

b. There is a procedure available that assures members an effective means to resolve grievances.

c. There is a process that ensures that the unique contributions, history, and flavor of each former organization be retained and be visible in the new merged association.

It directs the Executive Committee to cause a systematic evaluation of state and local merger agreements and to report its findings to the Representative Assembly. Evaluations must be conducted at least every 2 years until 1980 or until the Executive Committee recommends that they be discontinued.

***C-48. Membership Participation in Associations.** The National Education Association believes that every educator has the right and obligation to participate fully in the professional association.

1. Minority Concerns. The Association and its affiliates shall provide constitutional guarantees for at least proportionate minority membership in every phase of governance. Candidates for positions so established must be nominated by the minority group(s) represented. Operational guarantees shall provide for at least proportionate minority representation in staff positions and program development, and for the employment of women in staff positions.

The Association urges its affiliates to establish units to promote minority group involvement in the united profession.

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b. There is a procedure available that assures members an effective means to resolve grievances.

c. There is a process that ensures that the unique contributions, history, and flavor of each former organization be retained and be visible in the new merged association.

The Association believes there is a need for systematic evaluation of state and local merger agreements every two years, the findings to be reported to the Representative Assembly.

Deleted items included in new Constitution. Revised last paragraph.

C-49. Minority Participation in Affiliates. The National Education Association recognizes the need to evaluate the extent to which each of its affiliates not having a merger agreement provides and implements constitutional guarantees for at least proportionate minority participation in every phase of governance.

It directs the Executive Committee to cause a systematic evaluation of such state and local affiliates and to report its findings to the Representative Assembly. Evaluations must be conducted at least every 2 years until 1980 or until the Executive Committee recommends that they be discontinued.

***C-49. Minority Participation in Affiliates.** The National Education Association recognizes the need to evaluate the extent to which each of its affiliates not having a merger agreement provides and implements constitutional guarantees for at least proportionate minority participation in every phase of governance.

The Association believes there is a need for systematic evaluation of such state and local affiliates every two years, the findings to be reported to the Representative Assembly.

Revised last paragraph.

C-50. Professional Sanctions. The National Education Association believes that, when other means for preventing arbitrary policies or practices that have a deleterious effect on the welfare of the school have been exhausted, professional sanctions should be invoked. Procedural guidelines should be developed for the implementation of sanctions.

The Association urges all institutions of higher learning to refrain from assigning student teachers for their preteaching experience in any school system under state or national sanction.

C-51. Strikes. The National Education Association recommends several procedures to be used in resolutions of impasse, such as mediation, fact-finding and political action.

The Association realizes that teachers may have no choice but to resort to a strike for correcting conditions in situations (a) where conditions make it impossible for teachers to provide quality education, (b) where solutions have been proposed but have not been conscientiously explored, and (c) where solutions have been proposed but not consummated.

The Association urges the federal and state governments to enact legislation with provisions which, in appropriate circumstances, permit teachers and affiliates to engage in strikes without incurring civil, criminal or other penalties.

The Association denounces the staffing of schools with untrained, unqualified, or noncertificated persons at any time. The Association will assist its affiliates in opposing laws or proposals which permit the hiring of noncertificated personnel for teaching positions.

***C-51. Strikes.** The National Education Association believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several procedures to be used in resolution of impasse, such as mediation, fact-finding, political action, and strike if conditions make it impossible for teachers to provide quality education.

The Association urges, where they do not exist, the enactment of statutes guaranteeing teachers due process of laws, including the right to present their case to the courts before back-to-work orders are issued.

The Association condemns the jailing of teachers in school work stoppages.

Revised.

CURRENT RESOLUTIONS

74-1. Deleterious Programs. The National Education Association believes the following programs and practices are detrimental to public education and must cease: performance contracting, revenue sharing, voucher plans, tax credits, and evaluations by private, profit making groups.

74-2. Salary Goals. The National Education Association insists that salaries of educators compare favorably with income in other professions and occupations of comparable preparation and responsibility. A salary schedule should provide a starting salary of $13,750 for a qualified beginning teacher with a bachelor's degree. Advancement to $27,500 with a master's degree or equivalency should be attainable in no more than 10 years, and to $34,375 or more with advanced preparation.

The Association urges its affiliates to seek repeal of laws limiting maximum salary for educators.

74-3. Access to Copyrighted Instructional Materials. The National Education Association believes that maximum access to teaching materials is of vital concern to every teacher. It recognizes that the present copyright law provides for two parallel sets of rights—the rights of those who create such materials to profit from their efforts and the rights of those who teach to use those materials in teaching.

The Association insists that the public interest requires that the copyright law include an expanded "Not-for-profit" clause coupled with a fair use provision to guarantee to teachers and educational institutions use of copyrighted materials, recognizing a limited right to copy and record such materials for nonprofits educational purposes, including educational broadcasting and technology.

The Association further insists that the duration of copyright not be extended beyond the present term of 28 years with a 28-year renewal period.

74-4. Accountability and Assessment. The National Education Association recognizes that the term "accountability," as applied to public education, is subject to varied interpretations. The Association believes that educators can be accountable only to the degree that they share responsibility in educational decision-making and to the degree that other parties who share this responsibility—legislators, other government officials, school boards, parents, students, and taxpayers—are also held accountable.

The Association will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives.

74-5. Standardized Tests. The National Education Association strongly encourages the elimination of group standardized intelligence, aptitude, and achievement tests to assess student potential or achievement until completion of a critical appraisal, review, and revision of current testing programs.

74-6. World Peace. The National Education Association recognizes the interdependence of all peoples and urges that the United States make every effort to strengthen the United Nations to make it a more effective instrument for world peace.

The Association urges its affiliates and members to implement its commitment to world peace founded on genuine respect for and understanding of individual and cultural diversity, and to develop programs that foster the types of education, including the study of language, and good will that promote the ideals of peace, freedom, and human dignity.

74-7. Differentiated Staffing. The National Education Association believes that no differentiated staffing plan should be undertaken or continued unless (a) local affiliates act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing; (b) the re-

sponsibilities of certificated and non-certificated staff are defined by certificated staff; (c) the community is kept informed and its cooperation sought; and (d) funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for profesional salaries.

The Association is aware of the misuse of differentiated staffing plans and will assist its affiliates in correcting such abuse.

74-8. Athletic Programs. The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff must be equally allocated between female and male programs, where they are separate.

74-9. Sex Education. The National Education Association believes that sex education that provides children and youth with information appropriate to their age is basic to healthy, well-adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Assocation urges that courses in sex education be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on venereal disease.

74-10. Education in Bureau of Indian Affairs. The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children and urges a change in BIA policies to effect the following:

a. A professional civil service clasification to BIA teachers.

b. A salary, length of school year, and school day commensurate with that of educators in public schools.

c. Adequate remuneration to accrue with the completion of advanced studies.

d. Improved facilities and working conditions for the comfort and convenience of teachers and students.

e. Written personnel policies including provisions for sabbatical leave, advanced study, and for the right to professional released time without loss of salary.

f. The hiring of only professionally qualified teachers and administrators, the providing of adequate training in Indian cultures, and assignment only to their areas of competency.

g. The hiring of teachers and substitutes to adequately meet Indian student needs and not to exceed a maximum pupil-teacher ratio of 20 to 1.

h. The active involvement of BIA teachers in curriculum planning and formulation of school policies.

i. The recruitment and hiring of teachers and administrators, who are American Indian, for BIA Schools.

The Association will provide consultant services to implement, through Executive Order 11,491, negotiations by BIA teachers to achieve the above policies and other needs of Indian teachers employed by the Bureau of Indian Affairs.

74-11. American Indian Education. The National Education Association recognizes that the complexity and diversity of needs of American Indian children require the direct involvement of Indian parents, Indian teachers, tribal leaders and other Indian groups in developing adequate and equal educational programs which preserve the rich heritage of Indian culture.

The Association insists that federal funding for Indian education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by Indians and insists that such programs be voluntary. The Association opposes termination of federal support for Indians either as a direct or indirect result of efforts to extend Indian self-determination.

The Association directs that programs be developed which provide for:

a. Involvement of Indian parents and communities with the public schools in developing programs for the improvement of the education of Indian children.

b. Indian control of schools attended solely by Indian children and participation in the governance of schools attended by Indian students.

c. Ethnic studies in colleges of teacher education.

d. In-service education dealing with cultural pluralism, the teaching of American Indian heritage and culture.

e. Assistance to local and state associations in meeting the educational needs of Indian students.

f. Substantial participation by Indians in NEA conferences and leadership training programs.

g. Coordination with existing Indian organizations and concerned agencies.

h. Promotion of teaching as a career among Indian youth.

i. Higher education opportunities for all Indian students.

j. The direct American Indian involvement in lobbying efforts in Washington, D.C.

The Association recommends subsidization or free tuition for Indian students in state colleges and universities, extension of scholarships in graduate as well as undergraduate education, and Indian involvement in developing multicultural learning centers at higher education institutions.

74-12. Home Rule for the District of Columbia. The National Education Association supports complete home rule for the District of Columbia.

State and local affiliates should seek from members of Congress support for home rule legislation.

74-13. One-Person-One-Vote. The National Education Association believes that the principle of one-person-one-vote must apply at all levels of government including the election of the President of the United States.

The Association is committed to this concept as its own policy and calls upon its affiliates to implement the concept of one-person-one-vote in their own representative bodies where such implementation does not conflict with the need to guarantee an effective part in the decision-making process to a previously excluded minority group.

74-14. Cable Television. The National Education Association believes that expanding cable television (CATV) technology should provide tele-communications services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems in each community for educational and other public purposes.

The Association urges its affiliates to monitor community franchises and to support provisions by municipalities to set aside a percentage of the franchise for school and public access programming.

The Association supports the study and implementation of a nationwide dial education television network.

74-15. Drug Dependency. The National Education Association is concerned about the individual and societal problems which underlie psychological and physiological drug dependency by both children and adults. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws and improve the drug rehabilitation program.

The Association discourages the use of marijuana, but believes that criminal penalties for its private possession and use should be eliminated.

74-16. Invasion of Privacy. The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information includes prejudicial reports on citizens, including students and teachers, descriptions and geographic locations of individuals who petition for redress of grievances, and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance.

74-17. Protection of Educators. The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of educators from physical attacks on their persons or property, and that provide reimbursement for loss.

The Association will also develop guidelines for action leading to prevention of verbal abuse of educators by any individuals. Educators must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools.

74-18. Teacher Education. The National Education Association believes that teachers and students preparing to teach must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

The Association also believes that preprofessional practicum experience is an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

The Association urges its affiliates to—

a. Take immediate steps to evaluate and improve standards for entrance into the teaching profession.

b. Critically assess current college and university programs of teacher education and make specific recommendations for changes.

c. Support inclusion of training in the dynamics of intergroup communication and human relations courses in requirements for certification and the provision for inservice workshops in these areas for experienced teachers and administrators.

d. Support legislation providing legal status and liability protection for student teachers.

e. Develop guidelines for qualifications of cooperating teachers and coordinators of student teachers.

f. Support inclusion of instruction in the values, ethics, responsibilities, and structure of professional teachers organizations.

g. Support the teaching of methods courses by teachers currently employed in elementary and secondary schools.

h. Formulate standards for school systems receiving student teachers.

i. Take immediate steps to improve the selection of persons entering the profession through more effective screening of applicants for the preprofessional practicum.

j. Offer guidance to teacher preparation institutions to prepare teachers in numbers consistent with projected need for teacher positions.

74-19. Presidential Appointments. The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for presidential appointments in the field of education be based on significant accomplishments in the educational community, and that partisan political factors should never be considerations of more than secondary importance.

The Association requests that presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the Association's Board of Directors.

74-20. Integration of School Staff. The National Education Association will assist its local affiliates to develop and negotiate programs for the desegregation of school staff, that must include minorities in administrative positions. The Association urges state and federal agencies to provide the funds necessary to implement programs designed to achieve racial balance in the schools.

74-21. Voting Requirements. The National Education Association urges its affiliates to seek legislation that will provide simplified absentee voting provisions for all elections and uniform registration requirements without restrictive residency provisions.

74-22. Federal Support for Public Welfare. The National Education Association believes that the cost of public welfare should be assumed by the federal government and that the federal welfare program should be based on standards of human dignity.

74-23. Vocational and Career Education. The National Education Association believes that preparation of children for careers, vocations, and productive jobs should be a basic policy of education. Educational programs should be developed for all children which will assure equal opportunity for career and occupational development. A continuing program for training, retraining, advancement, and promotion should be provided to out-of-school youth and adults.

The Association will seek legislation to provide a comprehensive manpower development policy, as the basic foundation for vocational and career education, with appropriate funding to provide instruction and practice in the Practical Arts and Sciences and Adult Basic Education to a minimum of eighth grade competence, and to improve the presently inadequate and underfinanced programs and facilities. The Association supports legislation to provide open funding of stipend education to migrant families through any local manpower office according to need. The Association supports legislation to provide total funding of Adult Basic Education for migrants in any state. It will also assist its affiliates in implementing similar programs and legislation.

74-24. Employment in Overseas Dependents Schools. The National Education Association believes that the overseas dependents schools operated by the Department of Defense should adopt employment practices consistent with the Association's established policies and the guidelines of the Department of Defense for stateside recruitment of overseas teachers.

The Association urges the Department of Defense to discontinue staffing overseas dependents schools with teachers on a temporary basis.

The Association believes that full rights and benefits should be provided to teachers who are employed locally in emergencies.

74-25. Teacher Centers. The National Education Association recognizes the need for the continuing career development of teachers and supports the concept of teacher centers as part of the education renewal sites which the U.S. Office of Education seeks to establish.

The Association, at the federal level, will press to guarantee that educators, through their professional associations, must be significantly involved in the development of teacher centers, if such centers are to be productive.

The Association urges educators to work with and through their associations to ensure that they are involved in all phases of the planning, program development, and operation of teacher centers.

74-26. Unemployment Compensation. The National Education Association supports the inclusion of educators in unemployment compensation legislation at the state and federal levels.

74-27. Chicano Self-Determination in Education. The National Education Association recognizes that the complexity and diversity of needs of Chicano children require the direct involvement of their parents in developing an adequate and equal educational program which reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

The Association supports federal and state programs that directly enhance the educational opportunities of Chicano children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicanos into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsibility of state and local education agencies to develop and implement programs which respond to the cultural, including language, characteristics of Chicano children regardless of the availability of federal funds.

74-28. Institutional Discrimination. The National Education Association shall not participate in programs sponsored by organizations which deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations, and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses and to encourage their students to assess their relationship to such organizations.

74-29. Exceptional Student Needs. The National Education Association recognizes that there must be increased development of educational programs to meet the needs of several groups of students. Among these groups are: displaced students of desegregated districts; the disruptive student; the disabled reader; the physically handicapped, including the speech and hearing impaired; the gifted and creative; the low ability; and those who do not qualify or have no desire to pursue a college program.

The Association urges increased support for the identification of these students, multi-sensory inservice training of educators, and provision for development of programs at the local, state and national levels. The Association further supports the efforts of its affiliates to negotiate and legislate for the training and hiring of an increased number of teachers with education in special areas.

74-30. Child Care Services. The National Education Association urges the enactment of federal legislation to assist states and local communities in providing child care services, including early child development programs, health services, and family counseling. Such programs must provide for maximum involvement of educators and parents at the operational as well as the administrative level.

The Association should establish standards for child care facilities and certification standards for professional child care personnel and seek their adoption by state agencies.

74-31. The Language of Signs. The National Education Association believes that the lack of communications between the hearing and the deaf has seriously detracted from the potential of a broadly distributed group to contribute fully to our total society—a mutual loss to all citizens. It is a tragic waste of human resources to have a significant proportion of the population effectively isolated by a society that does not comprehend the language of signs.

The Association recommends that the language of signs be included as a relevant part of a total communication program for hearing students in secondary schools, colleges, and adult education.

The Association urges all schools and other community organizations to actively encourage the participation of deaf children and adults in their regular programs; and shall encourage federal, state, and local governments to expand their programs for more complete integration of the deaf into our society.

74-32. Federal Impacted Aid. The National Education Association believes that to provide a quality education for children in school districts impacted by federal activities and installations, a permanent solution for financial problems caused by insufficient, temporary, or non-predictable federal funding must be achieved.

Wisconsin strike . . .

(Continued from page 1)

But HEA was hanging in there as support mounted from teachers all over the country.

Wisconsin Education Association President Lauri Wynn said Hortonville teachers have been receiving contributions in the form of day's wages, percentages of monthly paychecks from the state's teachers, as well as organizational contributions. The Oshkosh Education Association, for example, recently transported $10,000 in contributions from neighboring districts by caravan into this small village.

In other supportive action, 44 parents have filed suit seeking either the closing of schools, rehiring of fired teachers, or establishment of an alternative education system. At press time, State Superintendent Barbara Thompson was subpoenaed on a charge that she and the department of public instruction played a "definite role in conspiring to fire Hortonville teachers," according to WEA spokesmen.

WEA spokesmen say their statewide campaign in support of the strikers has made the question of bargaining and the right to strike a prime concern for Wisconsin teachers and for the state legislature, where a teacher bargaining bill is pending.

Meanwhile, the bitter fight between the Hortonville Education Association and the obstinate school board continues. The board's vindictive tactics have been supplemented by violent confrontations against teachers by police and a local gang called the Hortonville Vigilante Association, described as malcontents who have been thrown out or dropped out of the Hortonville school system.

As of the middle of April, the board had already spent $30,000 for substitute teachers and its legal bill is expected to reach $80,000. Ironically, the cost of private guards hired to patrol schools would have paid the salary increases sought by HEA.

Although the Hortonville situation is ugly due to the board's resolution to "beat the teachers," even if it means destruction of the school system, HEA members have not buckled under. They are continuing their battle against the board's "flagrant union-busting attempts" and aren't about to stand still while their rights are compromised.

(far left) Edward Durkin, president of the Wisconsin Coalition of Public Employees, is taken to a squad car in Hortonville.

NEA Vice-President James A. Harris joins the picket line in Hortonville.

New Hampshire rally . . .

(Continued from page 1)

squeezed into the craggy meadow separating TREA strike headquarters from the board of education. Unable to get either private or public facilities for the rally, they assembled in single file and marched with Timberlane teachers about 2 miles across the state line into Haverhill, Mass. There they met NEA President Helen D. Wise, state association officials, Ralph J. Flynn, executive director of the Coalition of American Public Employees, David Chisolm, New England executive director of the American Federation of State, County and Municipal Employees, and a host of others who, face to face, pledged their support.

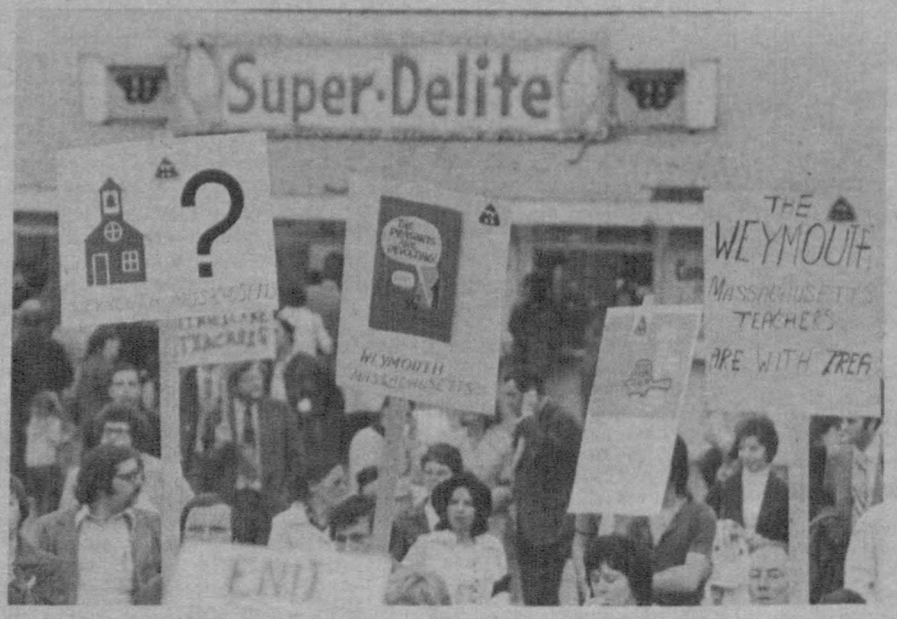
Speaking from a stage truck supplied by the local Teamsters' union, NEA President Wise told the cheering mass assembled in the parking lot of a Haverhill refreshment stand that "I admire the courage and stamina of the Timberlane teachers. . . . I am proud to be your President."

"TREA has made significant compromises," President Wise said. "However, the majority on the board cannot compromise or even negotiate in good faith. I've been told that perhaps the only thing causing all this pain is the need for reprisals by the board. If this is true, it is an expensive burden for this school district to bear."

President Wise said NEA members across the country are supporting their colleagues in Timberlane because "they know what can happen to the minds and hearts of children being taught by second rate strikebreakers." (UniServ and NEA staff are remaining on the scene at the request of TREA.)

Support came not only in the form of words, but also in financial contributions. New England associations are "adopting" strikers, with weekly contributions at a per-member rate or in lump sums at $25-$50. More checks were presented to TREA President Ellen Farrelly during the rally. Some Timberlane teachers chanted New Hampshire's motto—"Live Free or Die." One of the more popular posters carried an innovative variation on this theme—"Live Free or Teach in Timberlane."

NEA President Helen Wise assures Timberlane teachers that "we will never abandon you."



Weymouth, Massachusetts, teachers join the rally. Association groups came from all six New England states.

NEA MEMBERSHIP FIGURES AT NEW HIGH

WASHINGTON, D.C.— NEA membership continues to run well ahead of last year. The added number of members runs to 186,000. As of April 3, NEA computerized membership was 1,435,404. The report shows that 37 states have exceeded their 1972-73 year-end total. Unprocessed memberships at NEA and state headquarters will bring the total higher.

The new figure moves NEA membership to an all-time high, the sixth consecutive year of such achievement.

"Teachers are seeing the results of unified effort and are supporting that effort through membership," observed Joe Fisher, NEA Membership and Unification manager.

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NEA ANNUAL MEETING

CHICAGO—Delegates representing 1.5 million NEA members told America this summer that its teachers will work to cleanse the nation's Watergate-clogged political system by electing more responsible leaders to national office. To begin this work, the 9,691 delegates meeting here reaffirmed the Association's position that educators must become involved in politics, and they approved a procedure for NEA endorsement of a U.S. Presidential candidate.

The delegates also voted to study the establishment of closer ties with other public employees in the nation. They authorized the Coalition of American Public Employees, of which NEA is a member, to call meetings of all public employee groups for the purpose of considering a formal national organization of public employees. Such an organization could represent about 13.5 million workers.

The present Coalition of American Public Employees is made up of NEA; the American Federation of State, County, and Municipal Employees, AFL-CIO, with some 750,000 members; and the National Treasury Employees Union, which has about 75,000 members. Jerry Wurf, AFSCME president, spoke at the annual meeting, urging stronger unity among all of the

(Continued on next page)

TEACHERS ON THE MOVE FOR UNITY & POLITICAL ACTION

Led by Executive Committee members, 6,000 NEA teachers march through Chicago in support of striking colleagues.

Unity & Political Action

(Continued from Page 1)

nation's public employees.

Political action was on the agenda from the opening moments of the June 28-July 3 meeting, the Association's 112th. The first speaker, author-historian Arthur M. Schlesinger, Jr., told the teachers that "it lies within our hands to bring government back to the moral standards that have prevailed through most of our history." "Watergate is, in effect, a moment of truth for American democracy," Schlesinger told them.

"If we meet our responsibilities, the future will look back on Watergate as one of the more providential events in the history of the Republic. For Watergate gives us precisely the opportunity to restore the honor of American politics."

Harris Promises Political Action

"Education is in the political arena, and I intend to keep it there," NEA's new president, James A. Harris, told the delegates. "If the next President of the United States writes his memoirs, there will be a chapter titled 'The Role of Educators in My Campaign.' " Harris, a Des Moines, Iowa, art and human relations teacher, is the first black man to be NEA president. He will serve until next summer.

1973-74 NEA President Helen D. Wise, who presided, reported to the delegates that the Association is planning a $4 million offensive this year to elect Congressional friends of education. The effort is under way through NEA's political action arm, NEA-PAC (National Education Association-Political Action Committee).

Wise also said that NEA has developed curriculum materials to help teachers teach about values, morality, and ethics in government. The materials, she said, will help teachers fulfill their responsibilities in teaching young people the values required in a free society.

NEA delegates approved a business item urging Congress to make every effort to determine "the possible need to impeach the President" and calling on teachers to work to defeat "those Congressmen who speak for 'cover-up,' withdrawal, and/or anything less than a complete and open investigation" of Watergate. They rejected a stronger statement that would have called directly for support of impeachment.

6,000 March in Chicago

Even a Chicago march by more than 6,000 teachers in behalf of striking colleagues was turned to political focus. Outgoing President Wise told the cheering, militant teachers that she wanted them to consider a new level of commitment. "I ask you to commit yourselves to a massive march on Congress this fall," she said. "This march is to be conducted by a commitment of your time and your energy pledged to electing a pro-education Congress—a Congress that will end forever the dilemma of teachers still fighting for the right to bargain . . . a Congress that will pass a federal collective bargaining law for public employees."

The teacher-delegates authorized their officers to enter into discussions with AFT and other education groups regarding merger, but they reiterated their belief that true teacher unity can result only outside the AFL-CIO and within an organization that guarantees minority group participation and the use of the secret ballot. NEA insistence on these concerns brought an end to NEA-AFT merger talks earlier this year.

The delegates also adopted a 1974-75 legislative program for the Association. The program sets as primary areas for the 94th Congress substantial increase in federal school financing, provision of collective bargaining for all teachers and other public employees, improvement of retirement programs, extension of unemployment compensation to all teachers, revision of copyright statutes, and national health insurance.

The teachers expressed themselves on a range of other political and educational issues. For the first time in NEA history, delegates took a position supporting gun control legislation, urging limits on ownership of hand guns and calling on the Association to lobby for such limits.

They also:

- opposed performance contracting, revenue sharing, voucher plans, tax credits, and evaluations by private, profit-making groups
- called for a $15,000 starting salary for qualified beginning teachers
- urged equal opportunity for males and females in school athletic programs
- called for comprehensive programs for pupils with hearing, vision, and other impairments
- urged affiliates to seek increased funding of special education programs
- supported a nationwide cable TV network
- called for a task force on organizing substitute and part-time teachers.

Five Task Force Reports Received

The teachers received the reports of five NEA task forces and referred them to the NEA Board of Directors for implementation. An Asian American task force called mainly for added expansion of NEA staff and planning in this area. A report on bilingual-bicultural education urged action on local, state, and national levels for appropriate funding of such programs. A higher education task force called for establishment of a basic NEA organizing unit for college and university professors and for staffing and training for this unit. A task force on testing called for further study of plans for a national moratorium on standardized testing. And a women's rights task force urged greater efforts by NEA and its affiliates in the fight for equity for females and for ratification of the Equal Rights Amendment.

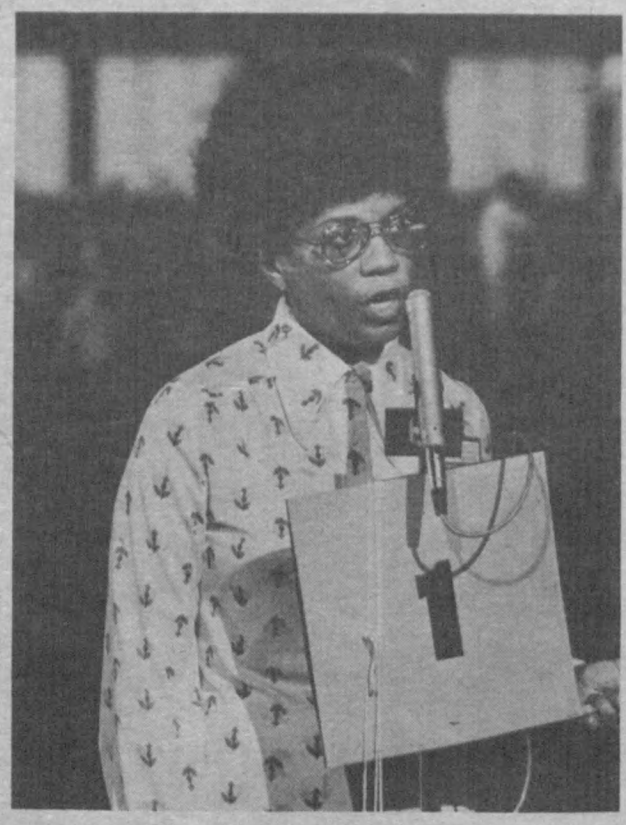
Rep. Carl D. Perkins (D-Ky.), chairman of the House Education and Labor Committee, received the Association's Friend of Education Award.

The delegates chose Minnesota teacher Willard McGuire as NEA vice-president and picked John T. McGarigal of Massachusetts as treasurer. McGarigal will become secretary-treasurer next year when changes in the NEA constitution and bylaws go into effect. Also elected were Oliver Ocasek of Ohio and John E. Ryor of Michigan, both to the NEA Executive Committee. The NEA Board of Directors re-elected Donald Blakeslee of Wyoming to the Executive Committee. Elected by the Board to the Committee on Program and Budget were Anthony S. Butler of Alabama and Cornelia P. Jackson of Michigan.

SCHEDULE FOR NEA PRESIDENTIAL ENDORSEMENT

June 1974	Representative Assembly adopts procedure for Presidential endorsement.
1974-75	Presidential endorsement procedure is explained to members through national, state, and local Association communication channels.
1974-75	NEA-PAC determines procedures it will use in—1. Assessing voting records, statements, and positions of candidates, and other political information. 2. Framing questions for candidates based on NEA policy and the federal legislative program. 3. Conducting candidate interviews. 4. Preparing an official ballot to be used by certified 1976 Representative Assembly delegates. 5. Drafting a recommendation of endorsement which it may make to 1976 Representative Assembly delegates.
June 1975	Representative Assembly receives information on possible candidates and issues. Assessment of delegate attitude may be conducted.
Sept. 1975-June 1976	NEA-PAC conducts political assessments, frames questions, and conducts candidate interviews.
Sept. 1975-June 1976	National, state, and local communication channels are used to provide members with information on issues and candidates. Member attitudes and opinions are assessed through organization channels and surveys.
June 1976	Candidates and information on issues are presented to 1976 Representative Assembly by NEA President.
July-Aug. 1976	Candidates are nominated by major political parties.
Aug.-Sept. 1976 (After identification of party nominees)	NEA-PAC draws up an official ballot to be printed and mailed by NEA to all certified 1976 Representative Assembly delegates.
Aug.-Sept. 1976 (After NEA-PAC approval)	Official ballots are mailed to all certified Representative Assembly delegates.
Sept. 1976	Ballots are tabulated. NEA President announces decision on endorsement.

ACTION SETS UP
POWER SURGE FOR PUBLIC EMPLOYEES



Lauri Wynn, Wisconsin teachers president, introduces the business item on closer ties with other public employees.

The call for creation of a "formal national organization" of public employees may well have been the 1974 NEA Representative Assembly's most significant action—and one that may make labor history and set the stage for a power surge among teachers and other public employees. Such a new organization could become a trade union center in the public sector playing a role similar to the role played by the AFL-CIO predominantly in the private sector.

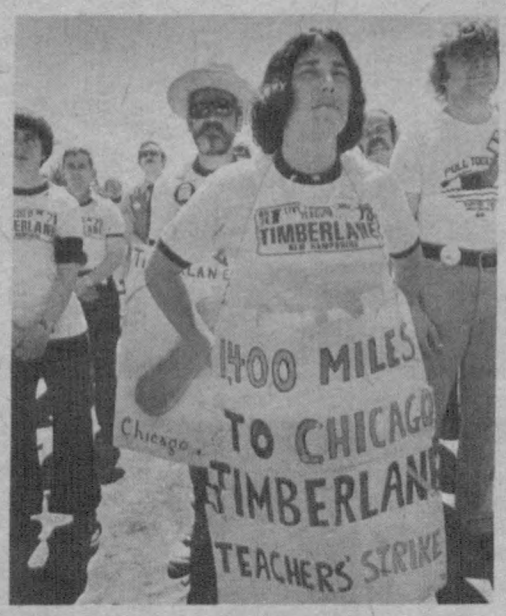
Passed overwhelmingly, the proposal calls for meetings of all public employee groups arranged by the Coalition of American Public Employees. Coalition members are NEA; the American Federation of State, County, and Municipal Employees, AFL-CIO; and the National Treasury Employees Union. The coalition was first suggested by AFSCME President Jerry Wurf at the 1970 convention of the American Federation of Teachers, AFL-CIO. Noting that public sector workers were fed up with being treated as second-class citizens with none of the rights of private sector employees, Wurf called for a coalition of public employee unions—not limited to those within AFL-CIO—to deal with common problems. AFT President David Selden concurred and recommended that NEA be asked to join. But Albert Shanker, president of New York City's United Federation of Teachers, objected, and Wurf decided he would turn to NEA.

The national coalition was begun in 1971 on an ad hoc basis to explore cooperative efforts. Even before it was formalized in 1973, formation of the coalition was rated among the top two events of 1972 for future impact on labor relations in public employment. The coalition's top priority today: a federal law guaranteeing public employees the right to bargain collectively with their employers.

Even prior to the action in Chicago, the coalition's vital role was stressed by NEA Executive Secretary Terry Herndon. "For the first time in the history of the American labor movement," he said, "there is an organized, clear consensus voice for public employees. That organization is essential to our future. It's going to be a major influence on public employment, and I suspect it will have a dramatic impact on the future directions of the American labor movement. I believe that it is going to create serious difficulties in the maintenance of a common federation of labor that houses both public and private employees. It is going to expose in very clear ways the relative insensitivity of the AFL-CIO to the plight of public employees generally and teachers specifically."

"Public service is not the same as public servitude," declares Timberlane President Ellen Farrelly at the Chicago rally. Teachers in the Timberlane, New Hampshire, district struck this spring after trying for four years to reach agreement with the school board.

NEA delegates collected some $16,000 for striking Timberlane teachers. Delegates also authorized the Association to establish and budget assistance to all teachers whose employment is terminated as the result of strikes forced by recalcitrant school boards.



NEA President James Harris leads a section of the 6,000-teacher march. By his side is NEA Past President Catharine Barrett.

nea reporter

nea helping teachers teach

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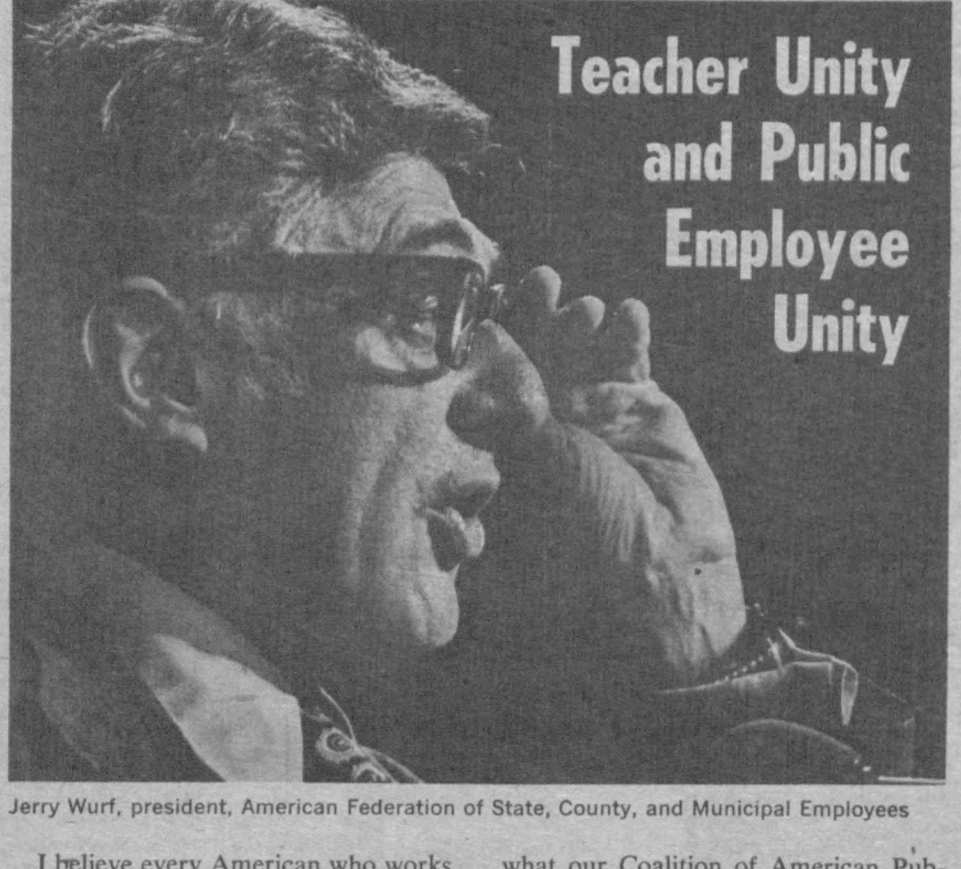
"Teacher unity by itself is not enough. We need public employee unity. And this will come about only if all public employee organizations come together to make it happen."



Teacher Unity and Public Employee Unity

Jerry Wurf, president, American Federation of State, County, and Municipal Employees

I believe every American who works for a living needs an organization to represent his or her concerns. And I believe that those organizations can work together through a trade union center like the AFL-CIO.

Let me say two things about teacher unity.

First, I don't think that teacher unity should come at the expense of NEA, with its 1.5 million members, nor at the expense of the AFT with its 300,000 members. And I don't think merger should be stacked to benefit any one person or faction.

Teacher unity and merger should come as the product of good-faith negotiations which center on what is best for every teacher in this country.

Secondly, even if the NEA and the AFT were to settle your differences and come together this week, "teacher unity" by itself would not be enough.

There are 14 million men and women who work for government in this country. About 3 million are teachers; 11 million are not.

The problems you face with school boards and administrators are no different from the problems we face with mayors and city councils, with governors and state agency heads and with county executives and county administrators. Of course, we deal with school boards, too.

What are the problems we face? Budget-cutting legislators, who will sell out competent employees and workable programs for a five-cent tax cut. Irresponsible public officials who would turn over public services to private operators, through contracting out and vouchers.

We face politicians who promise the taxpayers more and more, and promise them lower taxes at the same time.

We encounter laws which say that, because we work for government, we have no rights and no recourse.

We face public administrators who want to try out every crazy innovation, at our expense—and ultimately, at the public's expense.

To combat that negative mentality, we need unity.

Not just teacher unity. We need public employee unity. And that's what our Coalition of American Public Employees—founded by the NEA and AFSCME—is all about.

The AFL-CIO is about to create a Public Employee Department to deal with some of our special concerns. Our union intends to participate in that department, but to continue its relationship with the NEA through CAPE. Public employee unity can come about, in my judgment, only if all public employee organizations come together to make it happen.

I think the *New York Times* was right on target when it said, recently: "Because of its size and prestige, the National Education Association is a major influence in the public employee sector and, potentially, could hold the balance of power in the public sector of the trade union movement."

I believe we're near the dawn of a new era in this country. Disenchantment with the way things are is sweeping the land. For all its dreadful implications, the Watergate affair can be a blessing if it brings more Americans into active participation in political life, and if it heightens public attentiveness to public affairs.

But the beauty of a dawn depends upon which end of the day one watches it from. Will it be a dawn in which public employees come together for common purposes? Or a dawn following a long night of exploitation, division, and feebleness?

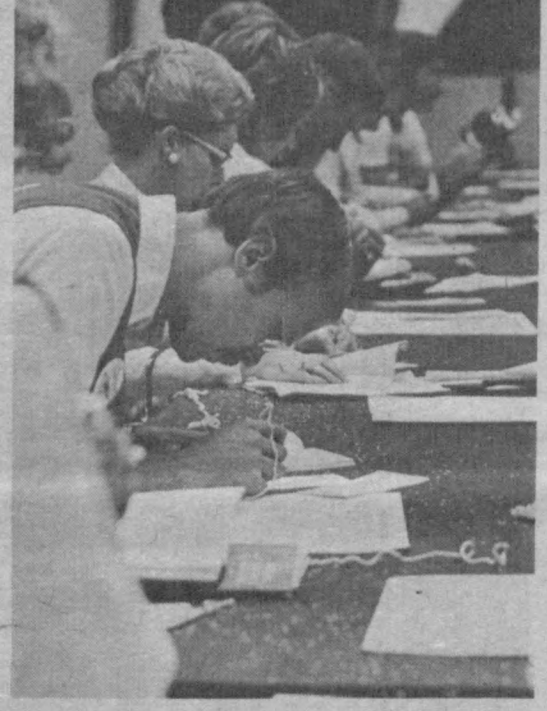
Your NEA—with 1.5 million members—is the largest public employee organization in the country. Our American Federation of State, County, and Municipal Employees, with 750,000 members—is number two. Joined by the National Treasury Employees Union in the coalition, we speak for more than 2.5 million men and women—an impressive number.

Let us take that coalition and strengthen it. Perhaps add to it. Perhaps consolidate.

Our union takes very seriously its relationship with the NEA and the coalition, as we take seriously our mission to represent public employees. Whatever course is dictated by today's and tomorrow's developments, we will take.

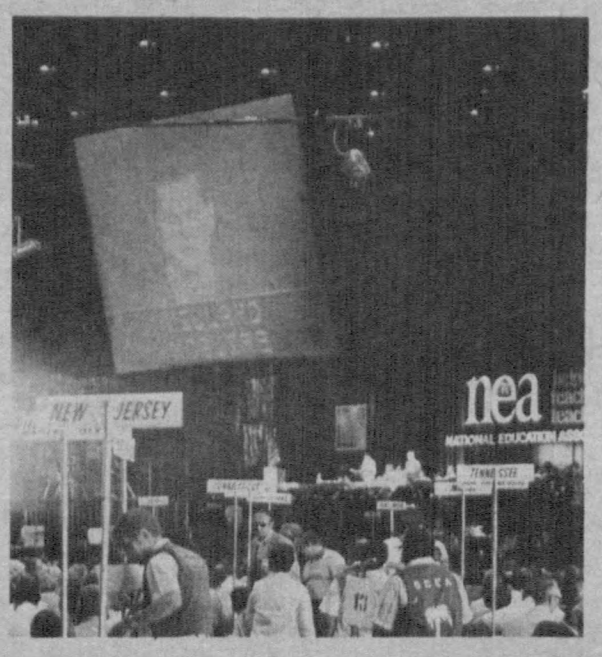
But we will take it alongside the NEA, in pursuit of unity—public employee unity.

1973-74 President Helen Wise chairs the Representative Assembly of 9,691 delegates.



NEA delegates jammed the balloting tables and chose Minnesota teacher Willard McGuire as NEA vice-president and picked John T. McGarigal of Massachusetts as treasurer. Also elected were Oliver Ocasek of Ohio and John E. Ryor of Michigan, both to the NEA Executive Committee.

A polling worker directs balloting traffic.



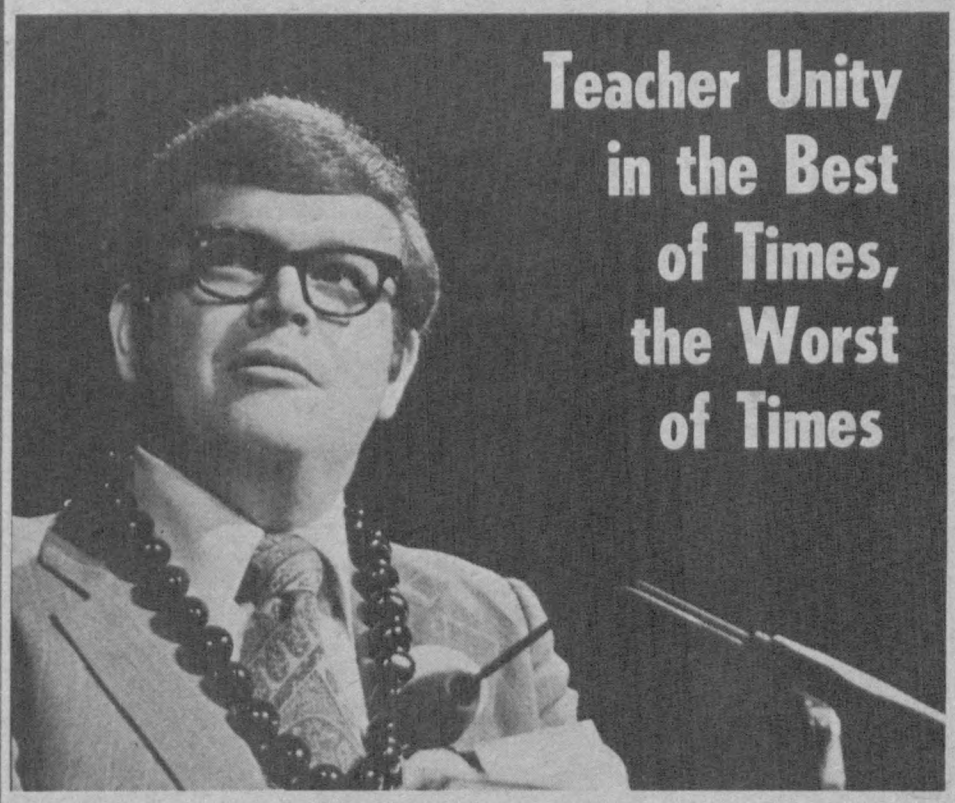
Successful NEA candidate Willard McGuire, giving his campaign address, is seen by the delegates on closed circuit television.

On the eve of the tragic death of Mrs. Martin Luther King, Sr., NEA delegates saw the world premiere of the film, "King: Legacy of a Dream." Some 1,200 delegates viewed the film following the Human Rights Awards Banquet on June 29. Here at the banquet, Mrs. Coretta Scott King introduces the film. Recommended for junior and senior high school use, the film may be rented ($50 for two days) from the Martin Luther King Foundation, 309 East 90th St., New York, NY 10028 (phone 212 369-4810).

Less than 12 hours after honoring Coretta King at the Human Awards Banquet, delegates read the shocking news of her mother-in-law's death.

Delegates await a decision from the chair.

"The relentless effort by some to destroy the solidarity and unity of our members might delay us, but it will not deter us—it might distract us, but will never destroy us."



Teacher Unity in the Best of Times, the Worst of Times

NEA Executive Secretary Terry Herndon

These are very good times. We have achieved an NEA membership of nearly 1.5 million. Teachers in Ohio, Massachusetts, Virginia, North Carolina, Georgia, California, Nebraska, and Oklahoma have awakened to their role in the national teacher movement and have completed unification with NEA. We have made substantial progress toward the ultimate merger of our affiliate, the Mississippi Teachers Association, and the Mississippi Education Association.

We achieved the release of $1.1 billion in formerly impounded federal funds for health and education programs, more than $500 million in education monies alone. We lobbied the first successful school appropriations bill in three years, and won major court decisions for women's equity and against parochiaid.

The Coalition of American Public Employees has grown in quality and in substance. In selected states there have been significant improvements in negotiation statutes, retirement, professional standards, and school finance. Through a cooperative project between our office of IPD and the Michigan Education Association we have moved to the offense in the accountability boondoggle. Working with and through the New Hampshire Education Association we turned aside the voucher conspiracy in that state.

The conditions which make this the worst of times are largely external. The current administration spoke of Phases I, II, III, and IV as our shield from inflation but instead they proved to be the sword that destroyed all normal economic regulators and sliced away at the hard-won salary increases of the past decade.

We speak of equalization of educational opportunity and massive increases in federal aid. The administration responds like a Hallmark card and describes education as the foundation of all that's right in America. But meanwhile, in the halls of Congress, the budget proposals direct an insidious shell game which shuffles inadequate dollars so that most shells or classrooms get nothing.

We speak of changing national priorities and we hear rhetoric about shifting dollars to human services. But the defense budget has reached a peacetime high of $92.6 billion, with $9.3 billion for research and development alone. For comparison, the education budget is $6.1 billion. . . .

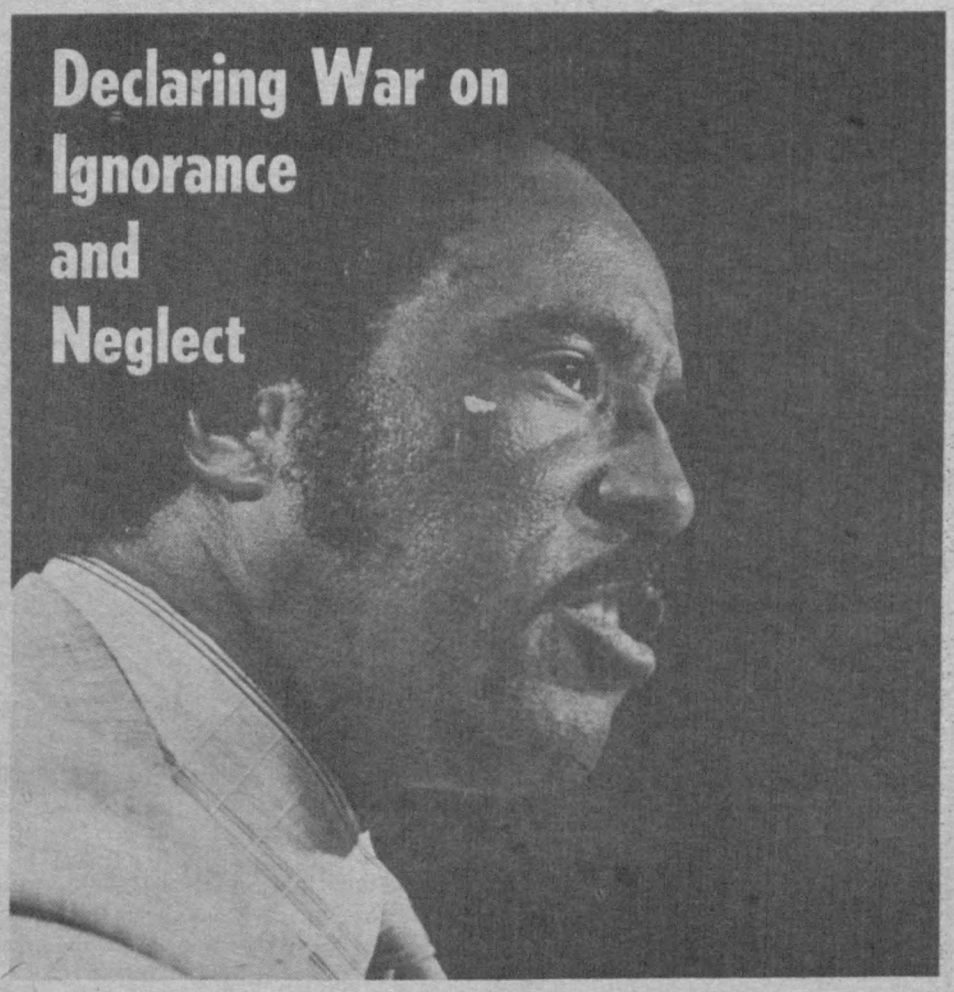
The property tax as a prime source of school support has become an anathema in many places. Many state tax systems are regressive and incapable of producing more than incremental improvements in school aid. The public generally believes that the Congress could do more, should do more, in fact, is doing more for our educational program.

There are several indicators that many of our grievous, burdensome problems can be solved only by the United States Congress. Consequently, it becomes increasingly urgent that we lift our eyes beyond local boundaries, beyond state borders, and focus clearly on our national purpose. We must see that purpose and follow it where it leads. It leads out from hometown America and across the state line. It leads to the Congress of the United States. That is reality, and that reality will not be conquered or seriously influenced by a cacophony of 10,000 independent locals or 50 autonomous states. The future belongs to strong locals and strong states bonded together in a united national organization. One organization, our National Education Association, has a mandate to represent this great profession in the nation's capital. That mandate grows from a century of effort that brought 1.5 million educators—10,000 locals and 53 states—together. From that solidarity grows strength. From that strength springs hope.

The relentless effort by some to divide us, to breed strife and dissension, to destroy the solidarity and unity of our members seems to be constant. However, it is my belief that while it might delay us, it will not deter us—it might distract us, but will never destroy us. Yes, let's look up. Let us, in our deliberations, speak less of prerogatives and more of purpose. Let us speak of problems, needs, solutions, and programs. Let's recognize the role to be played today and tomorrow by the Congress and regard the imperative of a strong, unified National Education Association.

"Teachers are not superhuman, and we will not be scapegoats. When we have a fairer share of the input, we will willingly accept more of the responsibility."

Declaring War on Ignorance and Neglect



1974-75 NEA President James Harris

Every politician in this country has heard the term "teacher power." They understand it to be a necessary ingredient of a successful campaign. This will be even more true in the future.

The direction ahead is clear. NEA-PAC-endorsed legislators on the state and national levels must hold a substantial majority before we can withstand veto power, and thus achieve a major breakthrough in political action. We must bring about substantial changes in the political scene. We must raise more money, make more phone calls, and ring more doorbells. We must support those who are satisfactory, work with those who need to improve, and assist those who are unsatisfactory to early retirement.

Teachers of America now have an unprecedented opportunity to influence the upcoming elections on all levels of government. "The gut and muscle of NEA is ready." The time for action is now! Together, we will move ahead!

Being together imples unity. And, we have the growth potential of uniting two and one-half million teachers in one independent, autonomous National Education Association. As your president, I pledge my continuing efforts to unite all teachers of America under one roof to resolve our common problems. We must insure an autonomous NEA—always ready to join hands with other groups in mutually beneficial endeavors, but never surrendering our independence!

We have an education crisis facing the nation. It has reached such proportions that it cannot be ignored longer. Our major cities are the center of these problems. Despite courageous efforts by thousands of administrators and hundreds of thousands of teachers, education in too many of our large cities is a national disaster. I see school personnel knocking themselves out in an effort to provide quality education for all students. But, thousands are frustrated because their efforts lack the support that would allow success. Nothing short of vast emergency efforts backed by solid, long-range, concerted influence can turn back the tide of educational debacle.

The NEA budget includes plans and partial funds for a massive conference on urban education. We must call together those who care. We must cause people to see the true picture of education—warts and all. We must identify problems, search for the answers, and then this nation must demonstrate the same commitment to educating kids that it has demonstrated in solving other monumental problems. You will hear more of this effort.

Teachers are not superhuman, and we will not be scapegoats. We are only part of the answer. We could provide many more solutions to problems than we currently provide if we were permitted. As orderly negotiations processes are adopted, we will have a fairer share of the input, and then we will willingly accept more of the responsibility.

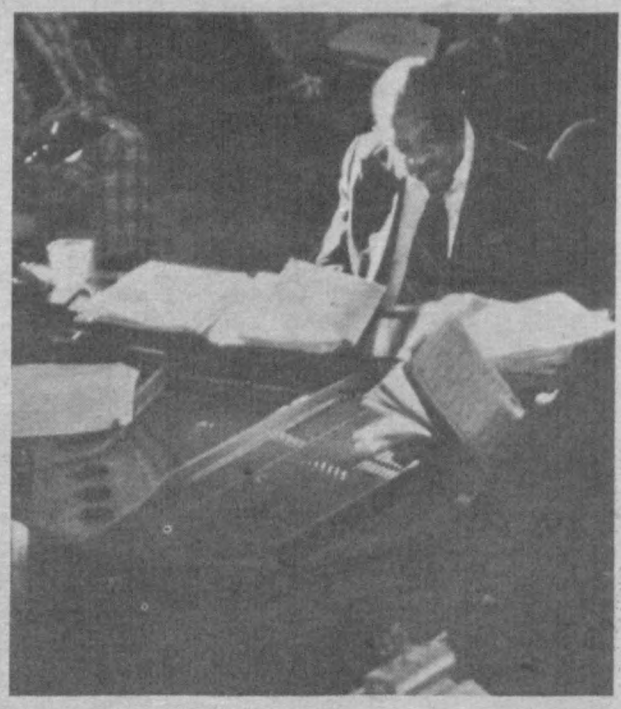
I intend to help make this a significantly good year in our history. We must hold a course steady enough to move us closer to our goals; yet, we must be maneuverable enough to pick a course that allows us to respond to unexpected events.

This country and the world need what we in the National Education Association are working toward. We can no longer do our nation the disservice of allowing it to be halfhearted toward its commitment to teachers and children. In so many ways, they are saying "come and help us." This nation has the resources and the expertise. It lacks the awareness and the commitment.

No one has declared war on ignorance. We must.

No one has declared war on neglect. We must.

This is the day when this great organization of ours must cause our nation to fulfill its obligation to education and to itself.

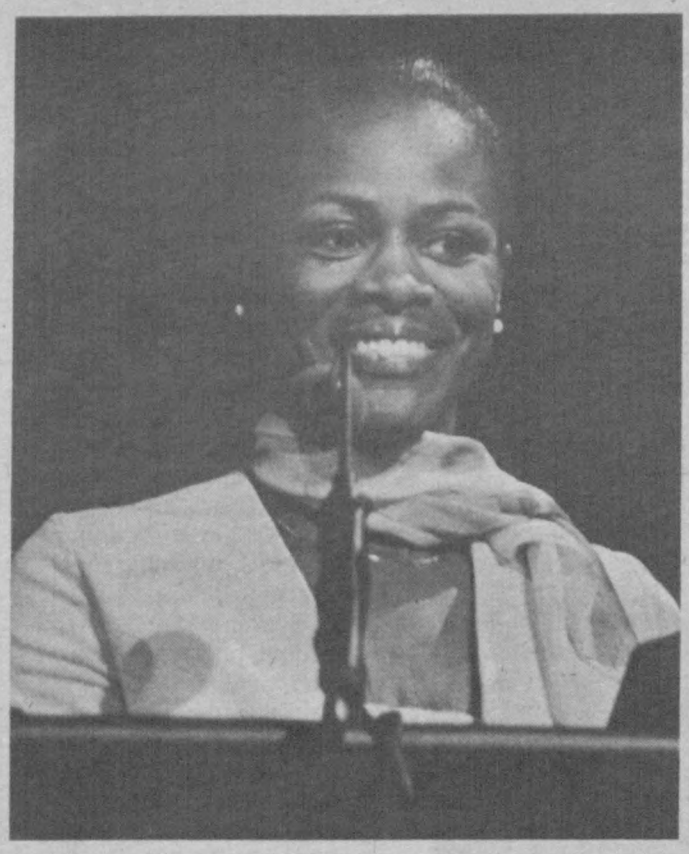


The inimitable Count Basie Band entertains at the Inaugural Ball climaxing the Chicago meeting.

Exhibitors had a field day as more than 11,000 delegates and visitors crammed the giant exhibit hall for the newest in educational wares. Exhibits included almost everything from Bowmar Brains to Visualized Instruction Products.

An encyclopedia salesman points out latest selling feature.

Delegates converge on a popular exhibitors booth.



Actress Cicely Tyson, who portrayed Miss Jane Pittman on television and starred in the motion picture "Sounder," accepts an NEA Human Rights award.

Through song, dance, poetry, and dramatic vignette, a talented youth troupe called the Suitcase Theatre tastefully satired racial hangups in America to a standing-room-only audience of about 4,000 at the Conrad Hilton during NEA's annual meeting here. Organized in 1970 with encouragement from the Michigan Education Association, Suitcase Theatre was created to give exceptionally talented youth from every ethnic group equal opportunity to promote international good through racially integrated productions about life in America.

Student NEA President Tom Sansteban introduces the only successful amendment to the New Constitution and Bylaws, permitting the student group to set its own dues.

"Two million of us—speaking out—can change the priorities of this nation."

1973-74 NEA President Helen Wise

The NEA has this year become the single most important voice for education in this country. Our growth this year coupled with our successes clearly illustrate NEA's position as the predominant teacher advocate organization in the nation: in numbers, in strength, in power, and influence.

No longer is it a question of what NEA can do; rather, it's an acknowledgement of what we do and what we are—the champion of the American teacher.

We have, first of all, become the spokesman for teachers in Washington—in the Congress—on the Hill—and throughout this nation everywhere teachers are organized in the name of NEA.

The times call for statesmanship, and I can think of no better qualified or dedicated group of people than teachers to fulfill that challenge, for teachers make things happen. The public turned to teachers to produce a science program that catapulted this nation to the top in the space race. And I am confident that teachers can provide the leadership to repair our political system—that we will be the major factor in straightening out the ethical problems of our society and in putting this country back together, because we recognize that with our power goes responsibility, with our potential goes accountability—to the nation and to the children as well as to our members.

We must take this challenge as a quest for integrity in government, in industry, and in society. We can rebuild our national standards, reestablish our first principles, and restore dignity.

By lending our sensitive leadership to the power structure of our communities we can exert influence and direct the future course of this country. And I am confident teachers will do a better job of it than most self-serving political major-domos have done so far.

It is gratifying to observe the dramatic impact of this new NEA. With its far-reaching, comprehensive program and proud record of achievement. No longer does the public ask, "What's the NEA?" They know!

The NEA is not the president or the executive secretary or the staff or state presidents—no matter how good they may be. The NEA is you—and every teacher you represent. Two million of us can make the changes we need in our schools and our society. Two million of us—speaking out—can change the priorities of this nation; and I'm convinced that as we leave here this week, we can return to our classrooms confident in the knowledge that the NEA will continue to be what we are—a strong, viable, independent teacher advocate organization speaking out—for all children—for all teachers—and for the best education for all our society—with a single voice.

CONVENTION SIDELIGHTS

The NEA caucuses honored Congresswoman Cardiss Collins (D-Ill.) during the Chicago meeting. Sponsors of the event were the Asian, First American, Black, Chicano, and Women's Caucuses . . . **Outgoing NEA President Helen Wise** told delegates she would not be a candidate for the NEA presidency in 1975, when under the new constitution she would be eligible to run for a two-year term . . . **Security was tight** at the Chicago meeting, with badges required for all sessions. Incoming NEA President James Harris was refused entrance to the hall once after he returned from a press interview. He had left his badge at the podium . . . **The NEA REPORTER** received three awards for excellence in educational journalism during the annual meeting, bringing to more than 20 the number of national awards the newspaper has won in its 13 years . . . **Films were a popular sidelight** during the meeting. Unity Caucus members showed their own film touting NEA-AFT merger, and an NEA-produced film about the campaign to defeat merger in Florida was screened. Producers of each film denounced the other's efforts as distorted. . . . **Several delegates, including two from Utah and one from Massachusetts, were trapped on the 103rd floor** observatory of Chicago's new Sears Tower when an elevator failed. After less than an hour, the visitors were led down a stairs to another elevator. . . . **One California delegate biked it to Chicago.** Richard Spencer, 50, a high school math teacher from Red Bluff, pedaled 2,300 miles to attend. Averaging about 125 miles a day, he rode through Nevada via Reno and Ely, north of Denver through southern Nebraska, arriving in Peoria, just north of Chicago, in about 17 and a half days.

"NEA's second annual CRITICAL ISSUES CONFERENCE, focusing on values and moral issues in Post-Watergate America, was designed to bring together teachers and authorities in many fields for an exchange of ideas on societal problems as they affect the schools and as schools and teachers are asked to solve them. I trust this wide-ranging national forum has stimulated your thinking as it has mine and that you will take home fruitful ideas and approaches to use as you assume leadership roles in the nation's quest for a new moral consciousness."
—1973-74 NEA President Helen Wise

"Every teacher in the land this autumn will be faced with the necessity of explaining Watergate to our students."

Arthur M. Schlesinger, Jr.
Writer-historian

"Watergate gives us precisely the opportunity to restore the honor of American politics. What an opportunity for American teachers!"

EVERY teacher in the land this autumn will be faced with the necessity of explaining Watergate—I use the term in its broadest sense—to our students. We can easily do so in ways that confirm their cynicism about American politics. We can perhaps do so in ways that restore a measure of faith in the political process. Whatever we do, we must do conscientiously and honestly.

We have to begin in any case with a very basic proposition. That proposition is simple, even elemental. It is that every generation is the prisoner of its own experience. My generation had the experience of depression, and that was terrible, but we believed in the men who were trying to lead the country out of the depression. We soon had the experience of war, and that was even more terrible, but we believed in the war and in the men who were leading us, as we hoped and knew, to victory. We had, in short, faith in the purposes of our country, in the intelligence and honesty of our national leadership, and in the efficacy of our democratic process. Politics seemed to us a legitimate and moral undertaking. Indeed, it was, in the phrase that the shining leader of my generation, John F. Kennedy, liked to quote from John Buchan, "the greatest and most honorable adventure."

As the experience of my generation was one in which national leadership was trustworthy, the democratic process effective, and politics an honorable adventure, so the experience of our students has been one in which national leadership has been secretive and duplicitous, the democratic process unresponsive, and politics corrupt, cynical, and ugly. It is little wonder that some of them may have lost faith in the moral possibilities of politics. They have seen the President of the United States tell a variety of discrepant stories about his knowledge of Watergate. They have seen the Vice-President of the United States resign as a confessed felon. They have seen member after member of the President's White House staff and of the President's cabinet under indictment, plea bargaining and then, in most cases, escaping with the lightest possible sentences—as if high officials who commit crimes, instead of being punished more severely than other people because of their gross betrayal of the public trust, would be punished less severely because they are high officials. How are we to explain all this to our students?

"Politicians are all alike," people say. "They are liars and cheats—all of them." This is the dismal conclusion to which Watergate seems to have brought us. And, if we really accepted this conclusion, we would be in a desperate plight indeed. For politics is nothing more nor less than the way free men manage their public concerns. If we throw out politics, if we abolish the competition of parties for the control of the government, we throw out freedom too. In reality, of course, our plight is not quite that desperate. All politicians are *not* alike. I dare say that few of them are saints; but then not many educators are saints either. Some politicians are honest, hardworking, conscientious men. Most of our Presidents belong in that category. Some are slobs. Some are rascals. Some are crooks. Our history reminds us very powerfully that, as Lincoln might have put it, politicians in proportion to numbers are neither better nor worse than other people. Great men have served as President of the United States. Great men will serve as President again—when the people elect them. Let not the present catastrophe lead us to despair about the future of American government. It lies within our hands to bring government back to the moral standards that have prevailed through most of our history.

This, I believe, will be the capital significance of Watergate. Watergate is, in effect, a moment of truth for American democracy. It brings us at last face-to-face with ourselves. It makes us confront the contradictions between our creed and our behavior, between the values we profess and those by which we live. It compels us to recognize what we have been doing to our standards of public trust and obligation. It gives us the opportunity to arrest the decay before it has carried us beyond the point of no return. If we meet our responsibilities, the future will look back on Watergate, I have little doubt, as one of the more providential events in the history of the republic. For Watergate gives us precisely the opportunity to restore the honor of American politics.

What an opportunity this is for American teachers! For education is most effective when the mind is most engaged, excited, and perplexed. We may not get another opportunity like this in our lifetime. I charge you to take full advantage of it.

"The results of the Brown decision in the deep South are a tremendous victory for the forces of goodwill and for the cause of integration in America."

Andrew Young
Congressman from Georgia

"When I visit prisons, the young men I see there are mostly those young black males who have been pushed out of our schools."

I was asked to talk to you about the 20 years after the Brown decision. As I have traveled across the southland this past year or two, I have concluded that the results of Brown in the deep South are a tremendous victory for the forces of goodwill and for the cause of integration in America. Unfortunately, we see the incidence of failure too often in our mass media, but as one crosses through rural Georgia, when you look at the children on the playground playing indiscriminately with each other, when I look at the University of Alabama and when I see Governor Wallace not standing in the schoolhouse door but crowning a beautiful, young, black woman homecoming queen, I have to assume some tremendous progress has been made.

The tremendous progress made since Brown has been made because students themselves, who have had the most personal and intimate involvement with the desegregation process, have decided that desegregation is all right with them. In the total turmoil of our society, given an opportunity to confront each other and face the problems of their communities, growing out of the racist path that all of us have in some way shared, the students themselves have found ways to face those problems and they have realized that the warm, loving center of humanity is more important than the externals of race, creed, and class.

I wish I could bring as optimistic a report from the faculty level. But it's not quite so optimistic as has been the progress on the student level. When we had the desegregation of teachers in Atlanta, I had the occasion to visit a number of schools and found that it was very hard for teachers to talk about desegregation. And do you know, I decided that that's a consequence of your liberal education. Liberal education denied the existence of race, so nobody could face up to race or racism. You assumed that if you were educated, you were automatically free of any prejudice, that prejudice was a consequence of ignorance. I say that nobody can grow up in America or could have grown up in America during the last 50 to 100 years without being infected in some way by the disease of racism.

Probably the most difficult area, where we have had the least leadership, is at the level of administration. The top level of the administration has probably been one of the spineless wonders of our age. For years I made a study of the racial incidents in our area and everyone of them was rooted in a bad administrative decision or a lack of any administrative decision.

One problem is the phenomenon of the student pushout. We find that the intelligent, young, black males who are trying to get a new sense of their manhood by

carrying on a la Muhammed Ali, are being expelled instead of understanding this purely adolescent behavior. When I visit prisons, the young men I see there are mostly those young black males who have been pushed out of our schools. These failures are those who we have failed by and large . . . those whom the administrators have failed. . . .

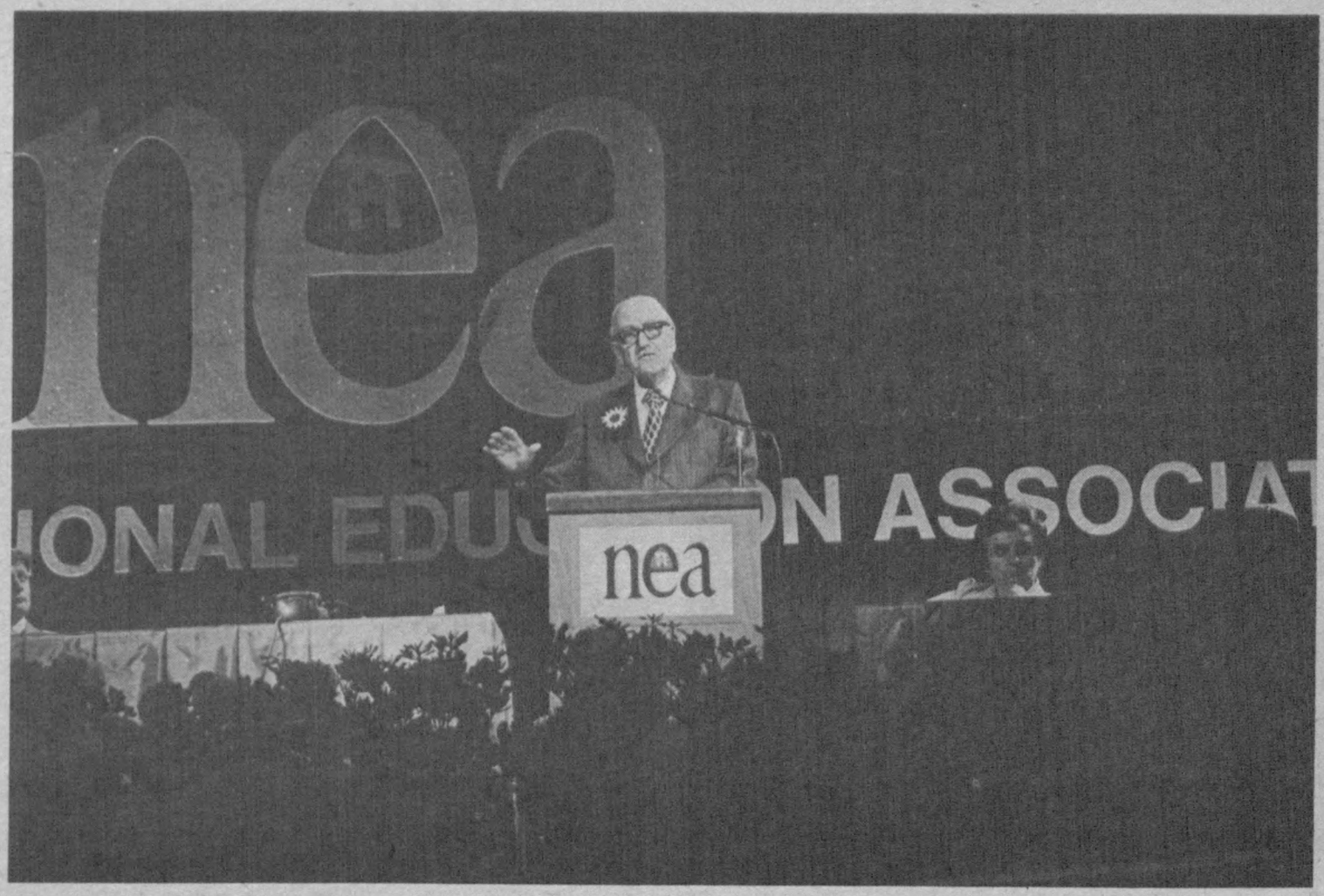
I would assume that many of the problems that we now face came about because people have felt that, . . . even the Supreme Court assumed it in 1954, that good integration was white middle-class integration.

Well, that was never really what some of us wanted. Some of us always understood integration as sort of a coming together of equals in spite of the fact that blacks were being educated in one-room schoolhouses with no books, inadequate teacher salaries . . . When I think of my childhood and the 20 to 50 supportive adult relationships that I enjoyed, the kind of supportive community where as a teenager anywhere I went in that community and did something wrong, the word got back home to my parents before I got there. Now it's the reverse. Instead of adults helping to socialize, civilize, and educate the child, now you have a situation where the teacher is handed the total responsibility for all the social, personal, economic, and physical problems of the total community. What we experience these days is society blaming the school and the teacher for not solving the problems society itself has created.

We have failed. So has the Congress, so has the university, so has the business world. But so far only the schools are taking the blame and I must say to your credit that you're taking it very courageously . . . that you have accepted the responsibility of creating a stable social order by educating the children of the entire society. But I want to assure you that it is an impossible job. The reason you have to be more involved in politics is that you can't possibly do the job from behind your desk.

This is a constant struggle and we still have a long way to go. But I'm encouraged because I can see how far we've come before we began to work together and be involved in the political structure, before we began to support candidates who would go to the state legislatures and the Congress and represent our concerns.

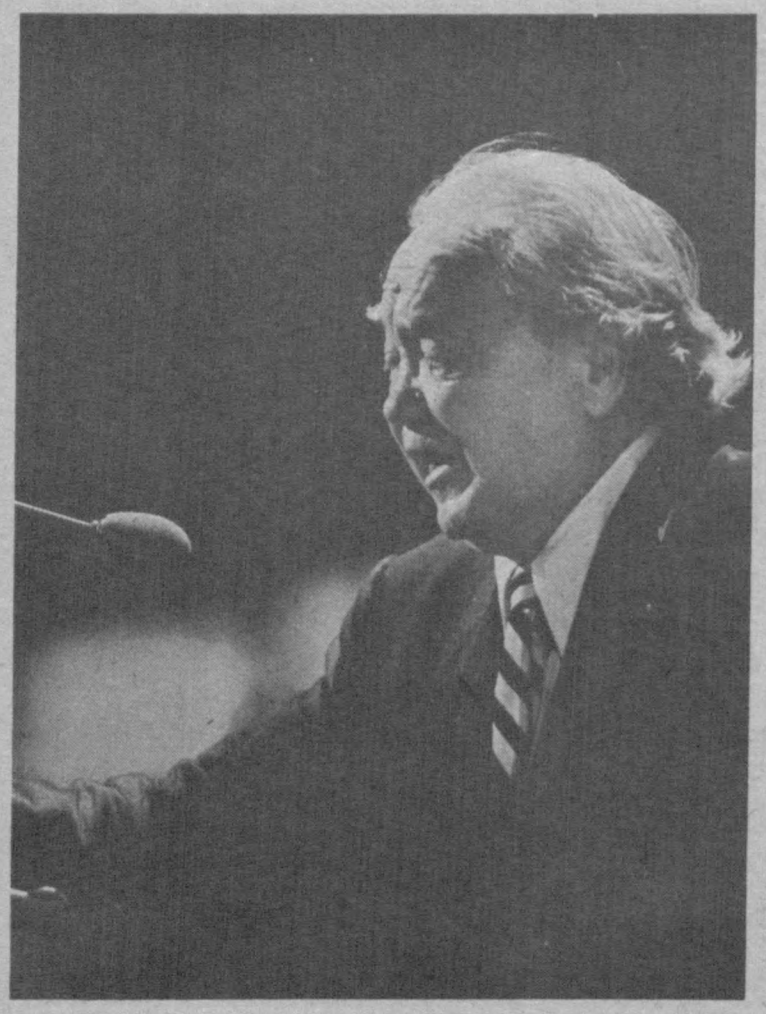
We will, in short measure, begin to see the kind of progress in the next 10 or 20 years that we can't imagine now, even as we could not have imagined 20 years ago that we would have come this far in 1974.



Distinguished author and psychiatrist Karl A. Menninger addresses conference participants. "Love Is Not Enough" was his theme.

IF our hopes for the succeeding generations are to be realized, it will surely be mostly through our teachers. We all believe this. Hence, we should give them every opportunity to develop and grow and reach out, as long as the teacher teaches. It is not a new idea with me but one which I absorbed as a child, that teachers should be the best paid people in our culture—not for their sakes but for ours. Lawyers, doctors, bankers, politicians—they all do good things for us but in the hands of the teachers is the future of our world. I don't think teachers themselves believe this sufficiently. I don't know if they are discouraged by their own petty failures or disappointed in some of their colleagues but none of these things should discourage them if they truly believe that their duty is to "pass it on." Have a good life and pass it on. What a motto for a teacher!

Art Buchwald, humor columnist, suggested that teachers might try play-acting to teach lessons about Watergate. "I think you would find a lot of interest," he said. Buchwald also presented a satirical Watergate slide show that provoked storms of laughter from the audience.



Distinguished Educator/Historian Henry Steele Commager, addressing the nearly 10,000 NEA delegates, emphasizes that the basic problem posed by Watergate "and all its attendant horrors is neither constitutional nor political; it is moral." More of the substance of Commager's address on "Watergate and the Schools" appears in the September/October issue of *Today's Education*.

Panelists (from left) Leon Hall, student coordinator, Southern Regional Council; Meyer Weinberg, editor, Integrated Education; and Jack Greenberg, director, NAACP Legal Defense Fund, lead discussion on "K-12 School Desegregation and Integration" during a Critical Issues seminar on Brown Plus Twenty.

SEMINAR TOPICS: ACCOUNTABILITY TO WOMEN'S RIGHTS

Arvonne Fraser, president, Women's Equity Action League, leads panel discussion on "The Women's Movement and Education." At left is Althea Simmons, training director, NAACP.

CHICAGO—One full afternoon and the following morning here were devoted to lively discussions on a variety of critical issues facing the teaching profession.

The concurrent seminars were threaded with an overall theme—"Crisis in Confidence 1974: Challenge for the Classroom." Topics ranging from "Accountability: Boon or Boondoggle?" to "The Movement for Women's Rights" drew teacher attention and participation on a large scale.

William Mondale, president of the Minnesota Education Association, expressed outrage that so-called accountability programs have been allowed to gain such momentum. He charged that millions of dollars have been spent on accountability programs without benefit to kids. He warned teachers, on behalf of themselves and their students, not to allow themselves to be swallowed up in the accountability snowball. Several teachers noted how some of their colleagues had been dismissed because their students had scored below the norm on certain standardized tests.

Florence Sayer, soon to retire after 42½ years in the classroom, struck a collective nerve when she charged that tests "scare kids out of their wits; tie teachers up in knots; are big business, operated and controlled largely by nonprofessionals; and usually serve no good purpose."

Participants shifted the burden of educational accountability to those who hold the purse strings in a seminar on one-third federal funding for education.

Teachers reacted sharply to a panel discussion by John Pittenger, Pennsylvania's secretary of education, and Thomas Glennan, director of the National Institute of Education, who both took a conservative view on increased federal spending. Glennan harbingered that a greater degree of evaluation and measurement will accompany increased federal expenditures and cited his own agency as one level of greater federal control as it seeks alternatives in education.

Said Pittenger, "Education is not likely to get the kind of automatic support today that it once did, and I think the education community must ask itself some hard questions about what we're doing with what we're now spending."

Shot back a Rhode Island participant, "I'm tired of hearing how the 'education community' must be assessed and proven accountable. When are we going to hold up society as a whole for the blame?"

Neither Pittenger nor Glennan felt that federal controls would encroach on curriculum, but they predicted that other controls would be inevitable.

One of the seminars more sparsely attended concerned the desegregation issue. NEA Teacher Rights Director Sam Etheridge ruefully noted that the poor attendance indicated a consciousness level "even lower than I thought."

Charting the course of events through 20 years of frustration after the Supreme Court's historic Brown decision, panelists acknowledged "some real progress," adding that K-12 integration looked promising.

The panelists noted the billions of dollars being spent to frustrate the Brown decision's intent. They also decried the pitting of blacks against feminists in the interest of perpetuating the status quo. Mary Lepper, director of the higher education division of HEW's Office for Civil Rights, admitted that "the women's movement is riding on the back of the integration movement," but pointed out that "53 percent of all blacks are women."

The Movement for Women's Rights seminar attracted scores of participants. Of particular interest was a panel which indicted the sexist content of most instructional materials.

Lenore Weitzman, assistant professor of sociology at the University of California at Davis, was enthusiastically received for her slide presentation of typical textbook illustrations.

Women and girls are generally shown as passive figures "who always watch and wait, usually indoors and usually for men," Weitzman said. "Men and boys, on the other hand, are pictured as skillful, adventurous, brave, outdoorsy heroes who never cry."

Seminar participants also looked at what is being done by NEA and other organizations to rid textbooks of sex bias, heard a description of the kind of curriculum changes needed to make schools culturally and sexually fair, and got advice on how to file complaints under Title IX and other federal laws that prohibit sex discrimination.

"Tell your students that some of us are working to repair the instruments of self-government . . . tell them we're putting up a real fight."

John W. Gardner, founder of Common Cause

"I don't care how many times you've read the Constitution; read it again. It's the only Constitution we've got."

I believe that we can restore the traditional confidence of the American citizen that he does have a voice in his system, and that the system can be made to work.

What must we do? Everyone is familiar with the list of substantive problems the nation faces—inflation, energy shortages, unemployment, disintegrating cities, international tensions, crime, racial conflict. But while we're tackling those problems —and we can't run away from them—we must recognize that we won't solve any of them until we repair the instruments of self-government. First we must build a political and governmental process that is open, accountable, and unbought, a political and governmental process that citizens can believe in and place their trust in.

The goal is large: to preserve our Constitutional system and our Constitutional liberty.

We can't do better than to start with the Constitution and with the first seven words of the Preamble. "We the people of the United States." I don't care how many times you've read the Constitution; read it again. Keep a copy around. It's the only Constitution we've got.

Among our most effective constraints on the abuse of power is of course the freedom of speech and of the press guaranteed in the First Amendment. Neither the newspapers and newsmagazines nor radio and television journalism should be regarded as above criticism—and I suspect that everyone in this audience has indulged freely in such criticism. I have been in public life for a number of years now and I can assure you that everyone in public life has had occasion to be angry at the news media. Nevertheless, the media are the shield of our freedom. They aren't perfect but they are everlastingly necessary, and we must preserve their freedom.

Less frequently discussed as a constraint on power is the Constitutional reservation of power to the states. In today's intricately organized society, allocation of powers among federal, state, and local levels of government is a complex process. But the states can continue to be—as originally intended—a constraint on the power of the central government, *provided* that the states themselves are not in decay. State government must be revitalized if it is to play its Constitutional role.

Quite another sort of instrument of accountability is a soundly functioning electoral process and healthy political parties.

The most urgent requirement is, of course, a total overhaul of our system of campaign financing. Another urgent requirement is legislation to outlaw subversion of the electoral process through espionage and sabotage.

Along with such reforms must go a revitalization of the political parties.

High-minded citizens who look down on politics are going to have to learn that we need our politicians. Just as we must reject those who corrupt the public process, so must we support those politicians who risk their careers in the public interest. In any society, it is inevitable that equally worthy groups want mutually incompatible things. Unless we want such differences settled by the whims of a dictator, or unless we want to shoot it out, we will have to turn to the much-maligned arena of politics. Where else, how else can a free people trade out their differences peaceably?

Still another constraint on power is citizen action of the sort represented by Common Cause—and of course, I believe that this is absolutely fundamental. Citizen organizations have learned how to make their influence felt in a huge, complicated society. They have learned to do their homework; they have learned how to organize; they have developed the same competence and tough-mindedness that characterizes the most effective special interest lobbies.

The climate is right for change—and change is occurring. In the past 18 months 30 states have passed major reform legislation on one or more of the Common Cause open government measures. They are sensing a grassroots mood in the American people.

What do I want to say to you who are associated with the activity I care the most about—education? I want to say two things.

First of all, take heart. You, as individuals, take heart. There are concrete, practical things to be done and, if we have the guts and the good sense, we can do them. Citizens can do them. People. You and I.

Second, tell your students that they have a chance. That's all humans have ever had since the dawn of history—a chance. But it's an exciting chance. And tell them that you and I and a lot of others are working—through citizen action—to make it a good chance.

Citizen action is good for the democratic process, but it is also good for the citizens doing the acting. It gives them a feeling that many citizens haven't had for a long time—the feeling that America is their venture, theirs to preserve, or theirs to neglect and through neglect to destroy.

Ultimately, the greatest danger facing this country is the ever-multiplying numbers of Americans who feel *no* sense of responsibility for the future of this society, *no* concern for its continued vitality, *no* obligation to lend themselves to *any* worthy common purpose.

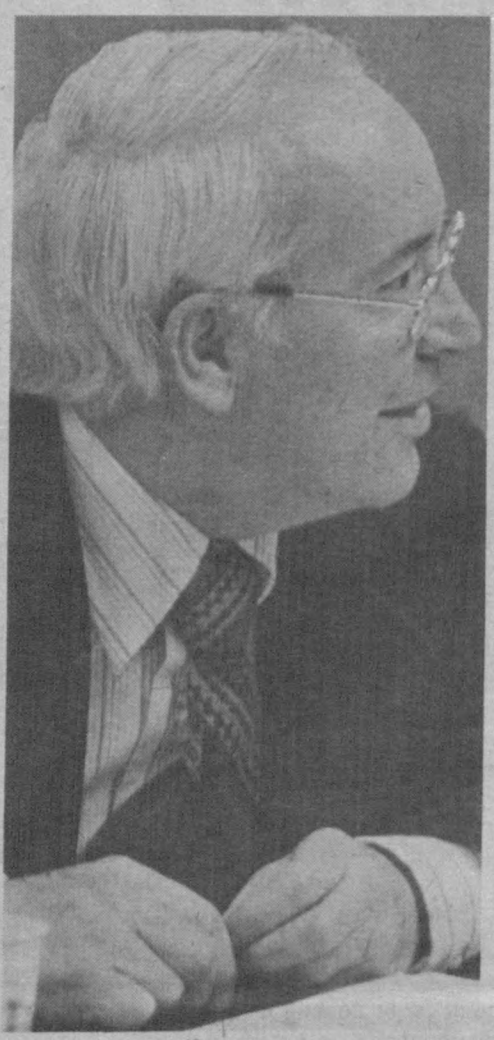
Every summer millions of American citizens come to Washington—and bring their children—to visit our national shrines—the White House, the Capitol, the Washington, Jefferson, and Lincoln monuments. But the spirit of the nation is not in those physical structures. It is in the hearts and minds of the citizens who come to look at the structures. If they stop believing, if they lose faith, if they stop caring, the monuments and the great buildings will be meaningless piles of stone.

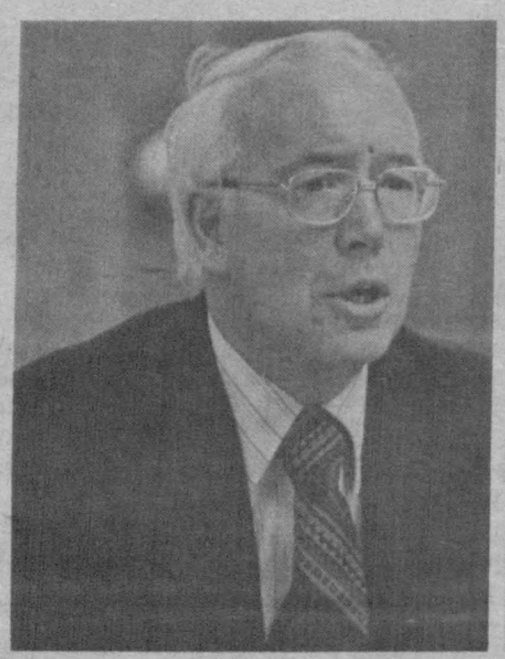
No matter how accomplished our public servants are, the inner mystery of democracy will always involve that old and good idea; "We, the people."

Tell your students that. And tell them that while they're preparing themselves for the hard tasks of being a citizen, some of us are working to repair the instruments of self-government so that they can wield them. Don't deceive them into believing that any of these tasks are easy. But tell them we're putting up a real fight.

New U.S. Education Commissioner:

"I'LL BE AN AGGRESSIVE ADVOCATE FOR TEACHERS"





New U.S. Education Commissioner Bell explains his views to NEA leaders.

WASHINGTON, D.C.—New U.S. Commissioner of Education Terrel (Ted) H. Bell aims to be an "aggressive" and a "very vocal advocate" for both education and teachers during his tour of duty at the U.S. Office of Education.

Bell acknowledged in a recent NEA News Service interview that he "won't be the biggest shark" in the pond in Washington, but neither will he be "a shrinking violet."

Former superintendent of suburban Salt Lake City's Granite School District in Utah, Bell replaced John Ottina, now Health, Education, and Welfare Assistant Secretary for Administration. No stranger to federal education bureaucracy, Bell served as associate, deputy, and acting commissioner in 1970-71.

Educators will applaud some of the views Bell expressed to NEA News Service. He said that "the commissioner, of all people, has to be arguing for higher levels of support for education" at all levels, adding that he hopes "we will see the day when we will have some general support from the federal level up to . . . at least a third of the cost of supporting schools."

He also acknowledged the "right of teachers to bargain collectively and to use the ultimate weapon for advancing the causes they believe in." He noted that more administrators should accept the fact "that teachers are going to be using their collective power to gain and advance benefits for teachers, for education and for students."

On acountability, he stated flatly, "I've been amazed and even amused at some of the state accountability laws that have passed that would imply that here's a way of fixing blame on 'X' teachers and 'X' classroom if the students don't measure up to 'X' level of attainment. That's just the grossest kind of naiveté."

NEA Says Metropolitan Desegregation Merely Crippled by Detroit Decision

WASHINGTON, D.C.—NEA believes that the Supreme Court's recent Detroit decision has crippled, but not killed, a controversial metropolitan desegregation plan calling for busing pupils across school district lines.

According to Robert H. Chanin, NEA deputy executive secretary and general counsel, the Supreme Court's decision "does not expressly foreclose the possibility of an appropriate court-ordered metropolitan desegregation plan for the Detroit area."

Following the July 25 High Court decision, Chanin explained here that the plaintiffs "may return to the trial court to seek such an order by showing that acts of state and local officials have contributed substantially to the interdistrict segregation which continues to exist in the Detroit metropolitan area."

The 5-to-4 opinion held that the interdistrict remedy—busing—ordered by the lower court was inappropriate because no evidence has so far been presented that outlying districts either promoted segregation within their own systems or committed acts that helped bring about the segregation found to exist in Detroit schools. Chief Justice Warren Burger ruled that desegregation must be confined to the limits of the school district unless some sort of interdistrict violation is provided.

ENROLLMENT OPEN FOR NEA OVERSEAS SABBATICAL CENTERS

WASHINGTON, D.C.—Applications are being accepted *now* for enrollment in NEA's two International Sabbatical Centers in Geneva and London.

Starting with the fall semester 1975, successful teacher applicants will fly to London to participate in an educational program using the many cultural resources and historic sites in the area. Leading U.S. and international authorities in each field will provide instruction and group seminars. A second group will jet from Washington to Geneva at a campus also close to this city's many points of cultural interest. A session at a campus is 12 weeks in duration.

To make this program even more valuable for members, NEA is working with affiliates to ensure that every participant will receive in-service credit within his district.

Many school boards require a year's notice before an educator can take sabbatical leave, so it's important that prospective applicants inform their school board now.

Enrollment in the fall '75 and succeeding sessions is sharply limited. Details, along with an application form, are available from NEA International Sabbatical Institute, 1201 16th St., N.W., Washington, DC 20036; Attention: Natalie Gladstone.

MATERNITY CASE WINNERS GRANTED $30,000

WASHINGTON, D.C.—Two NEA-backed Cleveland teachers whose nationally publicized maternity leave case received a favorable judgment in the U.S. Supreme Court in January have been granted back pay and court expenses totaling more than $30,000.

The settlement to Jo Carol La Fleur and Ann Elizabeth Nelson was agreed to in the U.S. District Court, Cleveland, by the Cleveland Board of Education. The judgment was entered June 11 by District Court Judge Robert B. Krupansky on remand of the case from the Supreme Court.

La Fleur is to receive nearly $8,000 in lost wages, interest, and medical benefits for the period from March 1971 to January 1972 when she could have been teaching had it not been for the Cleveland district's mandatory leave policy.

Nelson will receive $2,650 for the period when she could have been employed prior to the birth of her child in August 1971. An attorney for the Women's Law Fund received $15,000 in fees plus more than $5,000 in court costs.

Hawaii Teachers Stay with NEA

HONOLULU—Hawaii's 8,417 public school teachers backed their incumbent bargaining agent, the Hawaii State Teachers Association, in a statewide representation election June 4-5, rejecting the Hawaii Federation of Teachers by a vote of 4,264 to 3,836.

"The majority of Hawaii's voting teachers saw through the smokescreen of a merger promise promoted by the challenger, the HFT," declared HSTA Executive Secretary Ralph Kiyosaki.

Terry Herndon, NEA executive secretary, commended HSTA leadership for "running a smooth, issue-oriented representation election campaign and garnering the vote needed to keep the Association viable."

Herndon said that HSTA's role these past three years, that of a hard-driving teacher advocate, "has captured the attention and respect of the 1.5 million NEA members on the Mainland."

The NEA executive secretary's comments on the HSTA were made following his address to the American Federation of State, County, and Municipal Employees Convention here at the Hilton Hawaiian Village.

Sex Discrimination Guidelines "SIGNIFICANT MILESTONE FOR WOMEN'S RIGHTS"

WASHINGTON, D.C.—NEA has applauded the Department of Health, Education, and Welfare's release of regulations for Title IX of the 1972 Education Amendments, prohibiting sex discrimination in admissions policies, treatment of students, and employment policies and practices.

Release of the guidelines is "a significant milestone in the struggle for women's rights and in the elimination of restrictive sex stereotyping of males and females," NEA Executive Secretary Terry Herndon said.

The rules against sex discrimination apply to sex education classes, swimming-pool hours, dormitory curfews, athletic scholarships, teacher hiring, and many other school and college activities.

"The greatest impact of the admission provisions," Herndon said, "will be increased access to professional and vocational training, which has frequently been restricted to members of one sex. Practices and policies of local schools will need to be modified extensively if schools are to be in compliance with the regulations covering treatment of students." These include access to course offerings and extracurricular activities, counseling and placement services, student benefits and financial aid, and use of facilities.

Herndon said that "the most serious omission in the proposed regulations covering treatment of students is the lack of action related to sexist textbooks and instructional materials."

"Although HEW's First Amendment concerns are understandable," he noted, "it remains to be seen whether other HEW programs will be directed toward development of curriculum guidelines and materials and the in-service training of educational personnel. Until classroom teachers have sufficient opportunity and resources for dealing with discriminatory curriculum, we doubt that there will be substantial impact from this regulation."

NEA LOBBYING SCORES MAJOR SCHOOL AID VOTED

WASHINGTON, D.C.—NEA's massive lobbying effort on behalf of extension of the Elementary and Secondary Education Act was climaxed July 31 when the House of Representatives voted overwhelmingly, 323 to 83, to extend an amended version of the act for four years.

Among new authorizations in the compromise measure are programs for direct aid to states for handicapped children; grants to encourage school finance equalization; expanded reading and bilingual programs; metric, arts, consumer, and career education; women's equity; and community schools.

As this issue of the *Reporter* went to press, the bill was being prepared for transmittal to the White House for the President's signature. Highlights of the powerful lobbying effort carried out by the NEA and its affiliates will be featured in an upcoming *NEA Reporter*.

Herndon Tells Municipal Employees 'NEA NOT ANTI-LABOR'

HONOLULU—NEA Executive Secretary Terry E. Herndon vigorously denied the American Federation of Teachers' charge that NEA is anti-labor during his address before the American Federation of State, County, and Municipal Employees, AFL-CIO, here on June 11.

It is "patently untrue" that NEA is anti-labor as AFT Vice-President Albert Shanker has charged, Herndon said, adding that Shanker and AFT alone would benefit from "hostility between the NEA and AFL-CIO" and from estrangement between NEA and AFSCME.

NEA and AFSCME have joined hands as members of the Coalition of American Public Employees, but the AFT—also an AFL-CIO union—has rejected coalition membership and, through Shanker, lambasted both NEA and AFSCME.

Herndon characterized the AFT as "largely a regional union which aspires to national preeminence." He told AFSCME delegates that AFT is "the same union that opposes our [NEA and AFSCME] proposed collective bargaining bill" and that Shanker is "the same man who sustains a continuous and vicious attack on your great president Jerry Wurf."

Shanker and his union, said Herndon, "have singled out NEA for criticism and have assaulted your union for its relationship with us. Shanker would have it appear that NEA is anti-AFL-CIO. He knows this is not true but the distortion serves his personal purposes even if it is done at the expense of the best interests of millions of working men and women."

The NEA leader called attention to factors that brought NEA and AFSCME together, noting that "the commonality of our cause is compelling." "Public employees, including teachers, have been the special victims of the wayward Nixon administration," he told the convention. "We have all suffered and even if there had been no mutual respect between our organizations there were few viable options to joining together to combat the massive assaults on the basic rights of those who are employed by the public."

Terry Herndon addresses the American Federation of State, County, and Municipal Employees convention in Honolulu. At right is AFSCME President Jerry Wurf.

Washington, D.C., Professors Win Court Actions

WASHINGTON, D.C.—Court actions supported by NEA helped ensure employment rights for two professors here this summer.

Edgar F. Waldon, an associate professor of communications science at Federal City College, taught 1974 summer sessions as a result of timely court action supported by NEA's DuShane Emergency Fund. On July 8, a D.C. Superior Court judge issued an injunction restraining the college's president from ending Waldon's employment.

The professor, on contract through June 1975, was terminated for alleged incompetence this year without being accorded an opportunity for a hearing on the charge. The college has now agreed to assure Waldon procedural rights.

A Washington Technical Institute faculty member, Licia T. M. Cardinale, will have her termination case considered by a federal district court. Hired as a social science instructor and later promoted to a development advisor's position, Cardinale was terminated without receiving a hearing or a statement of reasons why she, rather than persons of lesser seniority, was "riffed."

The U.S. Court of Appeals here remanded her case for further proceedings.

"Stay Involved" Is Education Week Theme

WASHINGTON, D.C.—"Stay Involved" is the American Education Week theme for the 1974 observance—October 27 through November 2. Sponsored annually since 1921 by NEA, National PTA, American Legion, and the U.S. Office of Education, this special week is a time to take action to:

- encourage parents to visit schools
- provide opportunities for teachers and school officials to interpret educational objectives and methods to the public
- stress public support for adequate, realistic school financing.

This year AEW is highlighting a year-round public information program to help NEA members engage parental and citizen involvement in learning more about public education in their communities. A packet describing materials available to help plan your AEW observance is available for $3 from the NEA Order Dept., Academic Bldg., Saw Mill Road, West Haven, Connecticut 06516. (Stock #5050-9-00—order before September 15.)

NEA's Harris Leads American Delegation

WCOTP ASSEMBLY PUSHES EDUCATIONAL CHANGE

NEA President James Harris, at right, sits with Clodaldo Leocadio, chairman of the Philippine Delegation.

SINGAPORE—Over 400 persons from 40 countries, including an American delegation of 52 led by NEA President James A. Harris, met here July 31-August 7 for the 23rd World Confederation of Organizations of the Teaching Profession assembly.

Republic of Singapore Prime Minister Lee Kuan Yow opened the assembly with remarks on this year's theme—"Pressures for Educational Change: Their Implications for Teachers and Teacher Organizations."

Helen Wise, immediate past president of NEA and WCOTP executive committee member, presented the synthesis of all national reports. She noted that many pressures for educational change are common to all countries and that teacher organizations usually support but occasionally resist them.

In two strongly worded resolutions, the assembly condemned the governments of Chile and Japan for their treatment of teachers. Chile was condemned for its arrests and imprisonments of teachers without trial for their political views. Japan was condemned for its violent actions against members of the Japan Teachers Union and their union leaders, such as searching teachers' homes, disrupting their offices, and jailing their leaders.

Other WCOTP resolutions called for members to cooperate with one another and with the United Nations, and urged teacher involvement in the Organization for Economic Cooperation and Development.

NEA WILL WORK COOPERATIVELY WITH PRESIDENT FORD

WASHINGTON, D.C.—In a statement released here after the inauguration of President Gerald Ford, NEA wished the new leader well and promised to "make every effort to work cooperatively with him and his administration on matters dealing with education."

The statement also said that "the resignation of Richard Nixon hopefully brings to a close an unfortunate chapter in American history and will enable Congress to turn its full attention once again to the many pressing issues that confront this nation."

SUPREME COURT STRIKES DOWN PAROCHIAID

WASHINGTON, D.C.—As urged by NEA in amicus briefs, the U.S. Supreme Court ruled this summer in New York and Pennsylvania cases that tax benefit and tuition reimbursement plans for parents of nonpublic elementary and secondary school children constitute unconstitutional advancement of religion.

In the New York case, a lower court had struck down provisions of a state law calling for maintenance and repair grants to nonpublic schools serving low-income pupils in such schools, while upholding a system of tax benefits allowing parents of all nonpublic school children to reduce their state taxable income. In a six-to-three split, the High Court declared that all the law's provisions are unconstitutional, emphasizing that the vast majority of children affected are enrolled in church-related schools.

The maintenance and repair provision, the opinion stated, fails to guarantee that funds will not actually be spent on religion-connected activities so that it "simply cannot be denied that this section has a primary effect that advances religion. . . ." The High Court then held that the grants to parents are essentially no different than direct grants to sectarian institutions, adding that whether the money is called "a reimbursement, a reward, or a subsidy, its substantive effect is still the same."

In the Pennsylvania case, the Supreme Court again split six to three, upholding a lower court which struck down the state's system of reimbursing parents for private school expenses as unconstitutional advancement of religion. The majority declared that "the substance of the program" is that "the state has singled out a class of its citizens for a special economic benefit" and that "at bottom, its intended consequence is to preserve and support religion-oriented institutions."

Watergate Instructional Materials Available

WASHINGTON, D.C.—NEA Instruction and Professional Development now has available four field-tested teaching units about the Watergate crisis. Geared to the theme, "Helping Teachers Teach," the units include student materials, teachers' guides, design manuals, audio tapes, resource books, transparencies, and (in one unit) video tapes.

"What Is Playing Fair?" is a seven-unit problem-solving set of materials for use with K-4 children ($30 to NEA members). "Learning To Govern" is a four-unit set of materials for grades 5-8 ($30). "The Individual and the Constitution" is a three-unit set of materials focusing on the Constitution, social contract, and impeachment ($90). "Morality and Ethics in Government" is a three-unit video tape developed from the Public Broadcasting Services' "Bill Moyer's Journals" ($100).

Discounts are given on multiple orders. For details of prices and descriptions, write to NEA/IPD at NEA Center.

Adopt-A-Teacher Plan Aids Strikers

WASHINGTON, D.C.—NEA has launched a national fund to solicit contributions from local associations across the country for support of unemployed teachers in Wisconsin and New Hampshire who have been involved in the two longest concurrent teacher strikes in NEA history.

The national fund, called "The Hortonville-Timberlane Adopted Teacher Program," complements the Hortonville Fund and the Timberlane Fund, which were established previously.

Under the program, local associations can "adopt" a Timberlane or Hortonville teacher for $100 per week. Fund participants receive the name of teachers who have been okayed by officials in their respective areas. Those agreeing to the "adoption" receive pictures and personal information about each of the teachers from both towns, and each "adopted" teacher writes letters to the association on a regular basis.

An open disclosure of the assets and liabilities from all three funds is made monthly and distributed to all parties involved.

Agents for the funds are: Timberlane—Joel McKenna, Box 102, Atkinson, N.H.; Hortonville—Janice Exenberger, Hortonville Education Association, Hortonville, Wisc. 54944; and National Fund—Gary Watts, NEA Center.

Ole Sand Awards Begun

WASHINGTON, D.C.—Applications are being accepted here from teachers interested in a Program Improvement Award of $1,500 in the name of Ole Sand, who died April 2, 1973. The Ole Sand Memorial Fund was established by friends and colleagues of this gifted teacher and former dedicated NEA staffer to perpetuate his abiding faith in the profession.

The award is open to all teachers. A preliminary intent letter must be submitted by October 1, 1974. A brief proposal must be submitted before November 15, 1974, indicating (a) the purpose(s) of the project, (b) the ways it will be accomplished, (c) a timetable not to exceed an 18-month period and not to extend beyond September 1, 1976, and (d) a plan for helping other teachers benefit from the work.

At least part of the work on the project must take place in Washington, D.C. NEA will provide office space and certain technical resources for a period of up to six months during the period of the project.

The cash award of $1,500 is intended to supplement other resources which the teacher has, such as a sabbatical salary, another grant, or time during a summer vacation period.

An intent to apply must be submitted by October 1, 1974, to: Robert M. McClure, National Education Association/IPD, at NEA Center. It should include name, address, telephone, and level and/or subject taught.

NEA Mutual Fund Becomes 'No-Load'

McLEAN, VIRGINIA—The NEA Mutual Fund has started selling shares of fund at net asset value, eliminating the two percent it had previously charged for sales. The fund distributed a payment of $.26 a share in June, a 13 percent increase over the distribution for the previous fiscal year.

Earlier this year, NEA Mutual Fund joined the growing number of mutual funds who have taken their transfer agent service "in-house." The term "in-house" indicates that the function of the transfer agent has been assumed either by the fund's management or the fund itself or by a subsidiary of the management company.

NEA Mutual Fund chose the subsidiary route. The new transfer agent is Educators Fund Management Corporation, the fund's manager and distributor headquartered here.

Mildred D. Erickson, executive vice-president of the fund and president of Educators Fund Management Corporation, said that having the function of the transfer agent under management operation will greatly facilitate shareholder service and enable the fund to ensure prompt and efficient service to shareholders, while controlling increasing service costs.

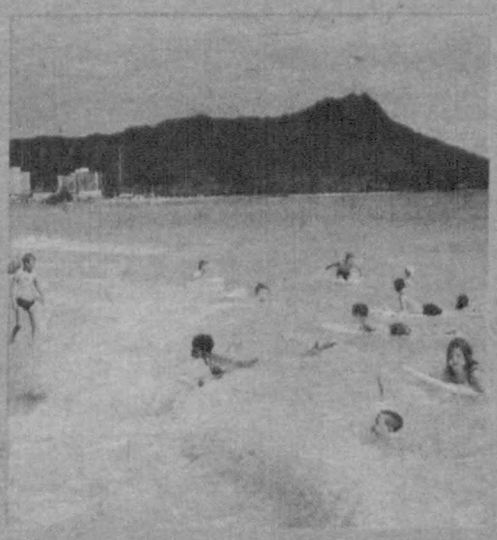
For information and a prospectus about the fund, write to: NEA Mutual Fund, 7900 Westpark Drive, McLean VA 22101.

ENJOY this CHRISTMAS in the SUN

***STRING OF PEARLS—Costa del Sol (XSP).** 12/22-31/74. $398 from N.Y.C. The Costa's 320 sunny days a year include Christmas. Stretched along the pearly sands of the Mediterranean are six Perla apartment hotels. Yours is "La Perla" number 6, containing one bedroom for 2, living room, fully equipped kitchen and a balcony with a sea view over the nearby beach. Program includes a visit to the children by Santa, dinner & music on the 25th, a Flamenco show, guitar concert and sangria party. First-class accommodations; Continental breakfast daily; one dinner; transatlantic via Iberia.

***CHRISTMAS IN THE HOLY LAND (XHL).** Dec. 21-30, 1974. Price: $585. + 10% tax/service from New York. We are pleased to present this exciting and rich holiday tour at a budget price. Your trip will include 2 nights in Amman, 4 in Jerusalem, and 2 in Tiberias. Visit the magnificent Greco-Roman ruins of Jerash, Jordan Valley, Garden of Gethsemane, Mt. of Olives, New Jerusalem, Ein Karem, Galilee, Cana and Nazareth. Highlighting your trip will be the Bethlehem procession and the Midnight Mass. *Accommodations:* Twin basis in first-class hotels with private bath. *Meals:* Continental breakfast and dinner in Jerusalem and Tiberias; no meals in Amman. *Transportation:* Via ALIA Royal Jordanian Airlines B-707 jet. For a fuller description of this tour see the Sept. issue of *Today's Education.*

Apply for any of these tours by completing the application form on page 16.



The warm waters of Waikiki beckon to the NEA traveler

CHRISTMAS IN MEXICO (XM) 12/21-29/74. $499. from Chicago (plus 10% tax and service)

Dec. 21—CHICAGO/MEXICO CITY—Depart from Chicago via jet for Mexico City. After passing through customs and immigration, transfer to your hotel. Overnight: Del Prado Hotel.

Dec. 22—MEXICO CITY—Morning visit to the Bellas Artes, where you see the famous glass curtain going up on the Folklorico Ballet; continue to Xochimilco, the colorful playground where thousands of Mexicans and their families flock to the markets, lakes and canals. Afternoon at leisure. Overnight: Del Prado Hotel.

Dec. 23—MEXICO CITY—Six-hour excursion to the Pyramids of Teotihuacan, where you will see the impressive pyramids of the Sun and the Moon. You will also visit Mexico's most sacred church, the Shrine of Guadalupe. After a delicious luncheon, return to your hotel. Afternoon free. Overnight: Del Prado Hotel. (L)

Dec. 24.—MEXICO CITY—Morning city tour includes University City, with its modern architecture, and the fashionable residential sections of Lomas and Pedregal Heights. Balance of day at leisure. Overnight: Del Prado Hotel.

Dec. 25—MEXICO CITY/TAXCO—Morning departure from Mexico City for a one-hour drive to Cuernavaca, resort city of eternal spring. After visiting the city's highlights, continue to colonial Taxco, where you will enjoy a luncheon, then proceed on a walking tour of Taxco, long-famous for its silver mines. Overnight: Hotel Rancho (L,D)

Dec. 26—TAXCO/MEXICO CITY/GUADALAJARA—Return to Mexico City to board your Aero Mexico flight for Guadalajara. Transfer to your hotel. Overnight: Hotel Camino Real. (B,D)

Dec. 27—GUADALAJARA—Morning city tour of Guadalajara includes the cathedral, the Government Palace, the Market, the Degollado Theatre, glass factories, and shopping districts. Free afternoon. Overnight: Hotel Camino Real. (B,L,D)

Dec. 28—GUADALAJARA—Seven-hour excursion to Chapala Lake, Mexico's largest, and one of the most popular year-round resort areas. On the way to Chapala, visit the picturesque town of Jocotepec, then charming Ajijic at the Lake's shore, and finally the town and pier of Chapala. Return to Guadalajara after lunch. Overnight: Hotel Camino Real. (B,L,D)

Dec. 29—GUADALAJARA/MEXICO CITY/CHICAGO—Transfer from your hotel to the airport for your flight to Mexico City to connect with your flight back to Chicago. Tour ends upon arrival at the airport in Chicago. (B) Price includes a total of 12 meals, as described above by B (breakfast), L (lunch), D (dinner).

HAWAIIAN KALIKIMAKA (XH-1) 12/24-31/74. $439 plus 10% tax and service from Chicago, Dallas, Denver; $479 plus 10% tax and service from Atlanta, Cleveland, Detroit, Pittsburgh. $489 plus 10% tax and service from Baltimore, Boston, New York, Philadelphia, Richmond.

All above rates are based on sharing twin-bedded room accommodations.

Single room supplement: $60 additional

Rate for 3 persons (triple) in a Room: None. Same rate as twin-bedded room.

Reduction for child (2 thru 11 years)—$100.

Features included in above tour prices

- Round-trip transportation via United Air Lines jet.
- Six nights at either the Outrigger East, Outrigger West, or Coral Reef, in Honolulu.
- Traditional flower lei greeting on arrival.
- Round-trip transfers.
- Baggage tips and porterage for one piece of luggage.
- Sight-seeing tour of Honolulu.
- Services of local escort.
- Get-acquainted briefing party.
- No regimentation.

Meals: No meals are included in above tour prices.

Hotels: Your hotels are economy class, with standard rooms, and are located in Waikiki Beach area within three blocks of the beach. Although your accommodations will be in one of the above hotels, we will not know which one you will be assigned to until final instructions, tickets, etc. are sent to you, approximately a week to ten days prior to departure.

CARIBBEAN HOLIDAY (XC) XC-1 12/21-27/74. $481 from N.Y.; $488 from Baltimore-Washington International. XC-2 12/27/74—1/1/75. $437 from N.Y. and $444 from Baltimore International. Jet to the sunny Caribbean from New York or Baltimore to Puerto Rico. There you'll board the *MTS Jason* of Epirotiki Lines for a memorable cruise. Ports of call: St. Maarten (Dutch and French); Martinique (French); Antigua (English); and the free port of St. Thomas (U.S. Virgin Islands)—a delightful blend of cultures. *Accommodations:* Staterooms with private facilities, air-conditionnig. Price based on double cabin. *Cabin assignments made in the order applications and deposits are received.* Limited number of single cabins at $50 additional; 6 deluxe cabins available also at an additional $50 per person. *Meals:* All meals included while on board ship. For further description of your Epirotiki liner, see the Sept. issue of *Today's Education.*

***RENDEZVOUS IN RIO (RBX).** Dec. 24, 1974-Jan. 1, 1975. $349 plus 10% tax and service from New York. Round-trip jet transportation via Trans International Airlines; 7 nights at the Guanabara Palace (economy-class hotel—air-conditioned rooms with private bath); transfers; baggage handling; Brazilian breakfast daily; one Brazilian beef dinner at a well-known "Churrascaria"; two half-day motorcoach sight-seeing tours, which include Sugarloaf Mountain and Corcovado, the Botanical Gardens, Flamengo Park, the National Museum of Fine Arts, Itamaraty Palace, the Opera House, the beaches of Copacabana and Ipanema; two-hour cruise in Guanabara Bay; a visit to a gemcutting workshop; shopping discount at Mesbla S/A; map and guide of Rio; all U.S. and Brazilian departure taxes.

CHRISTMAS IN GUATEMALA (XG) 12/22/74-1/1/75. $589. from New York (plus 10% tax and service)

Dec. 22—NEW YORK/GUATEMALA CITY—Departure via jet to modern, sophisticated Guatemala City, capital of Guatemala. Overnight: Hotel Ritz Continental.

Dec. 23—GUATEMALA CITY/ANTIGUA—Morning departure by motorcoach for Antigua, where your escorted tour includes visits to the outstanding ruins of churches, convents, monasteries, palaces, foot looms, etc. Overnight: Hotel Antigua. (L,D)

Dec. 24—ANTIGUA/LAKE ATITLAN—After breakfast you motor to Lake Atitlan via Solola, the small, colorful Indian market which you will visit. Overnight in Lake Atitlan: Cacique Inn, Hotel Tzanjuyu, or Hotel Atitlan. (B,L,D)

Dec. 25—LAKE ATITLAN—Morning motor-launch trip across the lake to visit the Indian village of Santiago de Atitlan. Afternoon free. Overnight: see Dec. 24. (B,L,D)

Dec. 26—LAKE ATITLAN/CHICHICASTENANGO/QUEZALTENANGO—Depart in the morning by motorcoach for Chichicastenango to see the large Indian open-air market and the fascinating religious ceremonies held on this day on the steps and inside of the 400-year-old Church of Santo Tomas; see the museum. After lunch at the Mayan Inn, continue on to Quezaltenango. Overnight: Pension Bonifaz. (B,L,D)

Dec. 27—QUEZALTENANGO/GUATEMALA CITY—Morning excursion to the blanket market at San Francisco El Alto. Following lunch at the Pension Bonifaz, you motor to Guatemala City. Overnight: Hotel Ritz Continental (B,L)

Dec. 28—GUATEMALA CITY/TIKAL/GUATEMALA CITY—All-day excursion by air to the ancient ruins of Tikal, mysterious lost city of the ancient Mayas. At the dawn of the Christian Era, Tikal was a great center of art and learning, demonstrative of the Indians who conquered the jungle, domesticated animals, cultivated corn and developed a calendar as accurate as our own. Return to Guatemala City. Overnight: Hotel Ritz Continental. (L)

Dec. 29—GUATEMALA CITY—Free day. Overnight: Hotel Ritz Continental.

Dec. 30—GUATEMALA CITY—Morning city tour, including such highlights as Central Park, cathedral, the residential districts, and the National Palace. Afternoon at leisure. Overnight: Hotel Ritz Continental,

Dec. 31—GUATEMALA CITY—Another day at leisure. Overnight: Hotel Ritz Continental.

Jan.1—GUATEMALA CITY/NEW YORK—At appropriate time you will be transferred to the airport for your flight back home. Tour ends on arrival at the airport in New York.

Price includes a total of 14 meals, as described above by B (breakfast), L (lunch), D (dinner).

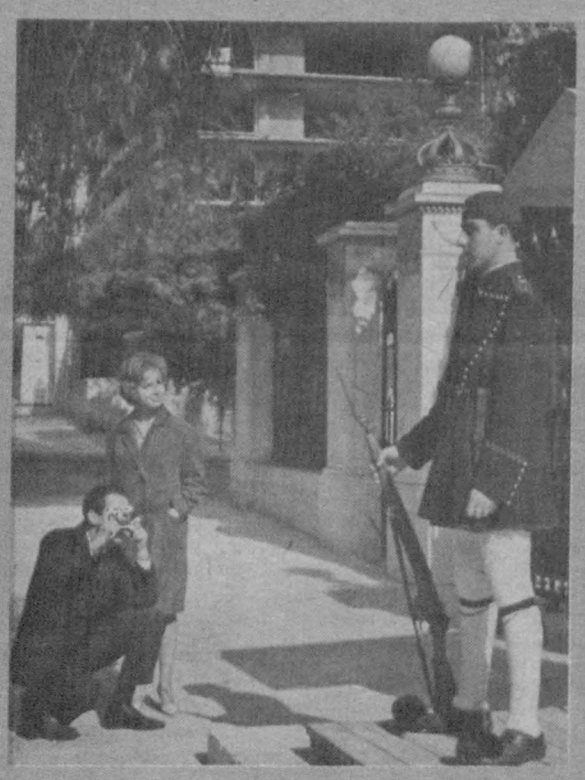
***MERRY CHRISTMAS FROM MADEIRA (XMM).** 12/22-30/74. $449 from N.Y.C. Madeira is an island 530 miles southwest of Portugal; Funchal is its capital and focal point. Average winter temperature is 61°F. Madeira is the home of famous Madeira wine and of linen, wicker work and embroidery. Wine sampling will be offered by the Madeira Wine Assn. On your own, you can visit the fish market to watch the auctioneers, or the city market. On Dec. 27 fly to Lisbon, where you will have leisure time to explore this majestic capital following an introductory afternoon sight-seeing tour. First-class accommodations; Continental breakfast and dinner daily in Funchal, Continental breakfast only in Lisbon; transatlantic via TAP Portuguese Airways.

NEA TRAVEL

ENJOY

EUROPE GREECE AFRICA

THIS CHRISTMAS



Touring couple snap a picture of a colorfully garbed Greek soldier.

CLASSICAL GREECE AT CHRISTMAS (XA). 12/21-31/74. $729 from New York. **DEC. 21—NEW YORK/ATHENS.** Evening departure via TWA for Athens, arriving a.m. Dec. 22. **DEC. 22—ATHENS.** Upon arrival transfer to hotel with remainder of day free. **DEC. 23—ATHENS.** Morning sightseeing of Acropolis, with p.m. free. Evening dinner at Casino Mont Parnes. **DEC. 24—ATHENS.** After free morning, enjoy excursion to Cape Sounion. **DEC 25—ATHENS.** Christmas Day free. Dinner at the Vrahos Taverna, Plaka, with floor show. **DEC. 26—ATHENS.** Attend Greek folk dance performance in the p.m. **DEC. 27—ATHENS.** Morning sightseeing at the Archaeological Museum. **DEC. 28—ATHENS/DELPHI.** Full-day tour to Delphi, including lunch. **DEC. 29—ATHENS/AEGINA.** Full-day cruise to islands of Aegina and Hydra, including lunch. **DEC. 30—ATHENS.** Free day for shopping or other free activity. Dinner at a minor taverna at Plaka. **DEC. 31—ATHENS/NEW YORK.** Assistance with transfer to airport for departure for N.Y., arriving J.F.K. around 4:45 p.m.

*** RUSSIAN WINTER FESTIVAL (XRF)** 12/22-31/74. $729. from New York. $760. from Washington, D.C. A trip to Russia during the winter is a fascinating and unique experience—a perfect time for visiting museums and attending theatres, the ballet and concerts. A warm coat and warm boots are all you need to brave a Russian winter. This trip includes Moscow and Leningrad, using first-class accommodations with private bath. In addition to regular, scheduled sight-seeing, your trip includes three theatre performances; three meals daily, including dinner at Moscow's renowned Arbat restaurant; and a troika ride. Some free time will be allowed to enjoy the great museums at leisure. Single supplement: $45. IT4SN1980

***CHRISTMAS CAN-CAN (XCC).** 12/22-31/74. $498 from N.Y.C. Any month is right for a visit to Paris. To spend Christmas in Paris is like a transfer to another world filled with palaces, music, lights and laughter. A cityrama tour on the afternoon of Dec. 23 will acquaint you with the city. Enjoy dinner at your hotel on the 25th & 26th. You will receive a copy of "This Week in Paris" upon arrival so that you'll know the chic spots in advance. Includes first-class accommodations, twin basis; round-trip transportation via Air France; 2 dinners, and half-day of sight-seeing. Dine-Around meal plan optional.

EAST AFRICAN SAFARI (XEAS). 12/20/74—1/5/75. $1398 from New York. *Accommodations in comfortable lodges if not otherwise stated.* **DEC. 20—NEW YORK/LONDON.** Early evening departure for London. **DEC. 21 & 22**—Continue from LONDON to NAIROBI. Upon arrival in Kenya, the land of contrasts, transfer to first-class hotel in Nairobi, with remainder of day free. **DEC. 23—NAKURU.** Depart 10 a.m. for drive to Nakuru Bird Sanctuary, home of a million flamingos. En route view the magnificence of the Great Rift Valley, Menengai Crater, Longanot Volcano and Lake Naivasha. Picnic lunch before returning to Nairobi for the night. **DEC. 24—TREETOPS, THE ARK, OR MOUNTAIN LODGE.** Leave Nairobi at 10 a.m.; lunch in the Nyeri area, then overnight at a lodge in one of the fascinating Aberdare rain forests near Mt. Kenya. **DEC. 25—NYERI/MT. KENYA SAFARI CLUB/NAIROBI.** After breakfast proceed to Mt. Kenya Safari Club, made famous by film star William Holden. Lunch in exquisite surroundings, returning to Nairobi for the night. **DEC. 26—MASAI/MARA GAME RESERVE.** Leave at 11 a.m. for Masai/Mara Game Reserve via Great Rift Valley and Narok. **DEC. 27—SERENGETI.** Game viewing before and after breakfast in the Mara, where buffalo, giraffe, lion and other varieties of wildlife can be seen. After lunch proceed south into Tanzania and the Seregenti, where the most spectacular concentration of game can be seen. **DEC. 28—NGORONGORO/OLDUVAI.** After breakfast leave for Ngorongoro via Olduvai Gorge, made famous by prehistoric finds of the Leakeys. **DEC. 29—NGORONGORO CRATER.** Spend ½ day exploring the floor of the second largest crater in the world. Wildlife abounds in this intriguing wilderness. Return to lodge overnight. **DEC. 30—LAKE MANYARA.** Drive to Lake Manyara National Park, where over 300 species of bird life have been noted. **DEC. 31—AMBOSELI.** After breakfast leave for Amboseli/Masai Game Reserve via the town of Arusha, a colorful Masai trading center. **JAN. 1—KILIMANJARO.** Early morning game run in Amboseli before driving to Mt. Kilimanjaro area lodge for overnight. **JAN. 2—TSAVO.** Continue to Tsavo National Park. **JAN. 3—TSAVO/NAIROBI.** Before and after breakfast explore this vast game reserve with the greatest concentration of elephant in the world and many other types of plains game, including buffalo and lion. Visit Mzima Spring, where hippo and tropical fish may be seen in the crystal clear waters of this oasis. Return to Nairobi after lunch, arriving around 7:00 p.m. **JAN. 4—NAIROBI.** Morning tour of Nairobi City, including a trip to Snake Park and museum. Afternoon visit to Nairobi National Game Park and animal orphanage. Transfer to airport for return flight to Europe. **JAN. 5—LONDON/NEW YORK.** Arrive London for transfer to Air India flight #115, arriving J.F.K. in N.Y. in the p.m.

***DECK THE HALLS (XDH).** 12/22-30/74. $478 from N.Y.C. The city of Zurich offers Swiss culture at its holiday best—opera, museums, art galleries, theaters and concerts. The finest shopping opportunities abound along one of the most beautiful streets in Europe, the Bahnhofstrasse. Welcome on the afternoon of the 23rd by the Hotel Nova Park with a wine & cheese party. Elegant dinner on Dec. 25. Dine on Dec. 27 at the memorable folklore restaurant, Kindli, where live entertainment is a major attraction. First-class hotel accommodations, double occupancy; Continental breakfast daily, 2 dinners; trans-atlantic via Swissair. (Transfer to Kindli Restaurant not included.)

***LONDON AT YULETIDE (XLY).** 12/22-31/74. $498 from N.Y.C. Americans are so fond of London that they brought London Bridge home with them, stone by stone, to make a childhood ditty come true. But exciting London is still there, with its pomp, pageantry and fun-filled places that swing to a lively tune. Begin at the elegant Metropole, near theaters and shops in West End. You will have tickets for performances at Old Vic, the Savoy, and Strand. (Plays to be announced before departure). Introductory sight-seeing on the afternoon of Dec. 23. First-class accommodations, double occupancy; Continental breakfast daily and two dinners; transatlantic via Air India; three theater tickets (transfers to and from theaters not included).

***SNOW SLOPES OF LaPLAGNE (XLP). Switzerland.** 12/22-31/74. $441 from N.Y.C. Ninety miles from Geneva, above the clouds in the French Alps, is LaPlagne. LaPlagne has a view for all seasons and at Christmas her slopes are like white satin. LaPlagne has slopes for every skier from beginner to champion, a network of 39 sophisticated ski lifts & aerial tram, gondolas, chairlifts, and promolifts connecting 6 ski resorts. Also available are nurseries, live theater, heated swimming pool, numerous boutiques, food stores, snow festival concerts, language labs, night clubs and restaurants. From all this, you can put together an itinerary of your own. First-class hotel accommodations, double occupancy, with Continental breakfast. Transatlantic via Air France. Ski lift passes available at supplemental charge.

GENERAL INFORMATION: NEA membership six months prior to departure date is required on tours/flights preceded by *. Members of the immediate family (limited to spouse, dependent children and parents of the NEA member only, residing in the same household) are also eligible. Other relatives and friends (non-members) may participate in tours *not* marked with *. Prices are per person based on two persons sharing a double room and are all subject to change. Single accommodations (if available) at additional cost. There is a $15 cancellation fee per person on all tour/flights regardless of reason cancelled. Beyond this, regulations governing the refund of deposit and/or payment as a result of cancellation vary with the individual tour or flight. Prices for flights/transportation only arethose in effect as of 8/1/74 and are subject to any subsequent airfare increases.

APPLICATION FOR NEA TRAVEL

Return this form with desposit of $100 per person to NEA Educational Travel, 1201 16th St., N.W., Washington, DC 20036.

Please reserve ..... spaces on ..... (Code no. of tour/flight) departing on ..... date

from ..... Enclosed is deposit of $.....

Name(s) ..... (Please give names and addresses of additional persons on a separate sheet)

Address .....

City ..... State ..... Zip .....

Home Telephone ..... (incl. area code) Business Telephone ..... (incl. area code)

Age (for rooming purposes only) RE/9/74

ROUND-TRIP TRANSPORTATION FLIGHTS ONLY

*TO/P	12/22-31/74	New York/Paris-Paris New York	$291
*TO/L	12/22-31/74	New York/London-London/New York	$285
*TO/Z	12/22-30/74	New York/Zurich-Zurich/New York	$299
*TO/LI	12/22-30/74	New York/Lisbon-Lisbon/New York	$284
*TO/M	12/22-31/74	New York/Malaga-Malaga/New York	$285

Prices listed do not include the $3 departure tax.

Note: Round-trip transportation, without an accompanying tour, is available to Paris, London, Zurich, Lisbon, & Malaga only; all other NEA Christmas flights are on a tour-inclusive basis.

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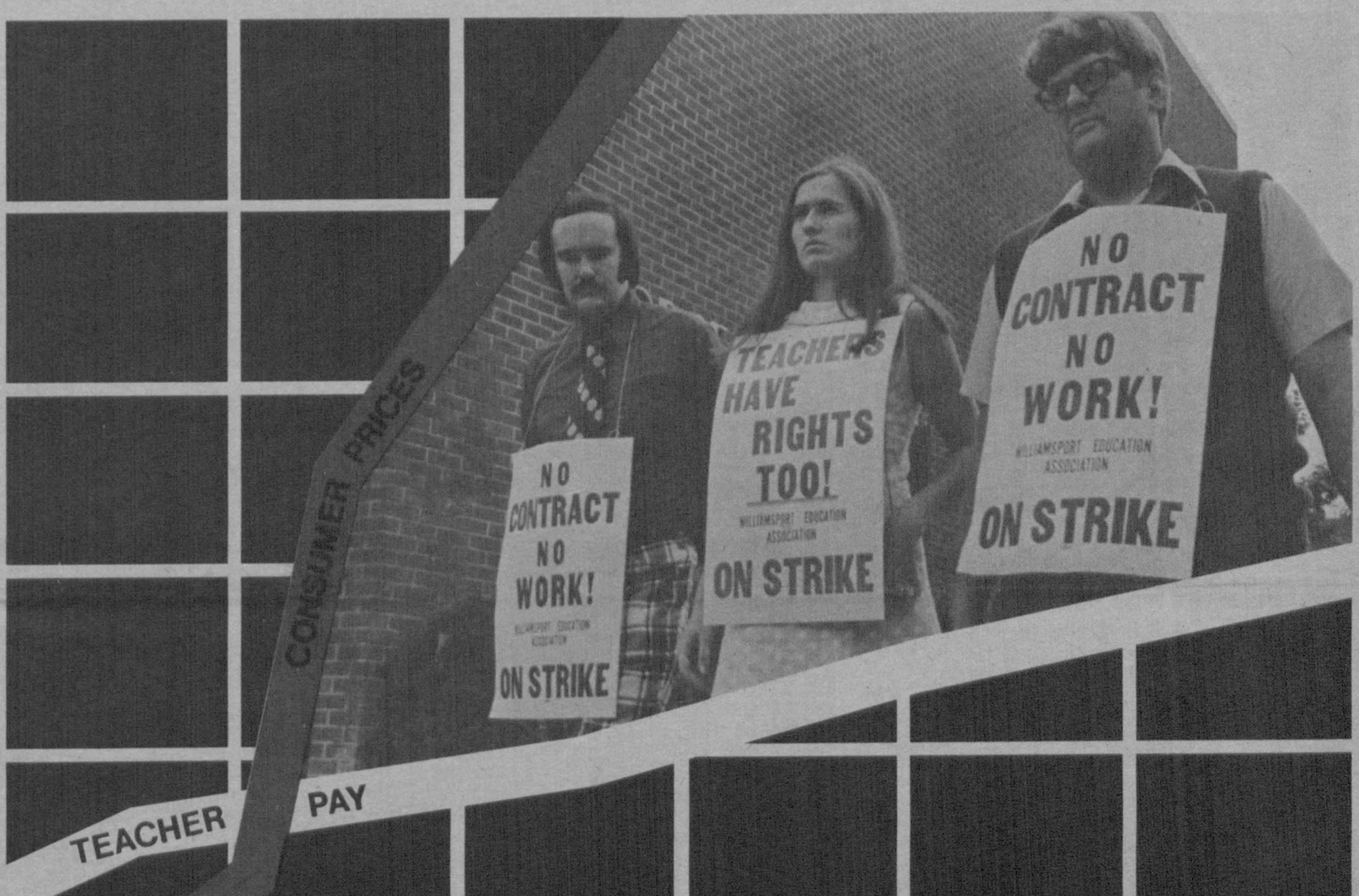
CONSUMER PRICES
TEACHER PAY
NO CONTRACT NO WORK! ON STRIKE
TEACHERS HAVE RIGHTS TOO! WILLIAMSPORT EDUCATION ASSOCIATION ON STRIKE
NO CONTRACT NO WORK! WILLIAMSPORT EDUCATION ASSOCIATION ON STRIKE

INFLATION-RACKED TEACHERS DEMAND EQUITY, NEA TELLS WHITE HOUSE

WASHINGTON, D.C.—"America's educational system has been one of the hardest-hit victims of the inflationary spiral of recent years, and students and teachers must not be forced to bear the brunt of anti-inflationary measures as well," declared NEA President James Harris at White House inflation talks here last month.

Harris, as the top elected leader of the nation's largest teacher organization, was asked by President Ford to participate in not only the HEW-

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12 How Four Teachers Cope with Inflation

14 California Community Action

TEACHERS BACK CANDIDATES AROUND THE NATION

WASHINGTON, D.C.—The 1974-75 NEA membership year marks the beginning of the first annual NEA-Political Action Committee fund drive aimed at obtaining one dollar from each active member to support Congressional candidates who are friends of education.

"The new membership year provides a great opportunity for teachers to support pro-education candidates, who are running in the November general election, by giving their dollar to NEA-PAC," declared NEA President James A. Harris.

NEA-PAC has endorsed 300 plus House and Senate candidates, both Democrats and Republicans, in the 1974 national elections. Many, including incumbents as well as challengers, face difficult contests and need teachers' financial assistance if they are to wage winning campaigns. Others need teacher volunteers as well as financial aid.

Harris explained that the system of combining voluntary contributions for political action with membership has a two-fold purpose: It eliminates the necessity for a separate fund drive, and it provides the required financial support to achieve the objectives of the national political action program.

Each state association is to develop a system for collecting voluntary contributions from NEA-PAC from members as a result of an action by the 1973 NEA Representative Assembly. Members are urged to check the system devised in their state, keeping in mind that in making their one dollar donation to NEA-PAC every member shares in this funding program.

Meanwhile, the interim drive for funding NEA-PAC endorsed candidates for the November elections prior to the 1974-75 membership year has been extremely helpful, Harris said.

NEA-PAC has raised some $180,000 in voluntary contributions since the first phase of the fund drive was launched last February. Included in this amount are significant contributions from Pennsylvania, Minnesota, Michigan, New York, and Illinois. Further, Michigan delegates to the NEA annual meeting last summer generated a major boost to the NEA-PAC fund and collected some $10,000 from delegates. And proceeds from the Inaugural Ball for President Harris netted some $3,000 for NEA-PAC. NEA-PAC is seeking a total of $400,000 for the campaigns in November.

Pennsylvania, Michigan, Ohio Upsets

Teachers won major upset victories earlier this year in Pennsylvania, Michigan, and Ohio, where special Congressional elections were held to fill vacancies. In the wake of these and other political victories involving teachers, candidates are now seeking support of NEA-PAC. Literally scores of Congressional candidates have made personal visits to NEA Center and conferred with NEA political consultants.

The continued flow of dollars to NEA-PAC is essential to help elect a Congress that will give education top billing among the nation's priorities. This includes NEA's major goals of one-third federal financing of public education and collective bargaining for teachers and other public employees.

Contributions to NEA-PAC to support candidates for federal office are not required as a condition for membership in any local, state, or national organization. A member can request a refund of the one dollar contribution to NEA-PAC in states where the reverse checkoff system is in effect.

As required by Federal Election Campaign Act 1971 a copy of our report with the appropriate supervisory officer is (or will be) available for purchase from the Superintendent of Documents, U.S. GPO, Washington, DC 20402.

DECEMBER 1 DEADLINE FOR FELLOWSHIPS

WASHINGTON, D.C.—December 1 is the deadline for applications for the 1975 Hilda Maehling Fellowships. The awards—which have ranged from $500 to $2,500—are now available to groups of classroom teachers and to local education associations, as well as to individual teachers. In the past, only individuals could apply.

Fellowships are granted for projects dealing with professional association work, professional improvement, or development of professional tools and techniques.

Additional information is available from NEA Programs at NEA Center.

Phyllis Black

Teacher Chairs Accreditation Council

CHICAGO—Phyllis Black, first teacher chairperson of the National Council for Accreditation of Teacher Education, presided here this month at the council's fall meeting. Black, a Schenectady, N.Y., social studies teacher, is one of eight NEA representatives on NCATE, the official body for accrediting teacher preparation programs. This year, for the first time, NEA teachers have equal representation on NCATE along with representatives of the American Association of Colleges of Teacher Education.

WISCONSIN TEACHERS SUE

VIGILANTES ATTACK SCHOOL PICKETS

HORTONVILLE, WISCONSIN—Frustrated by the lack of police protection from axe-wielding and gun-toting vigilantes, fired teacher strikers have filed a $5,050,000 lawsuit in federal court. While intimidation by village mobs against peaceful teacher pickets has not been unusual here since the strike began last March 18, the explosive situation came to a head on September 5 when local authorities refused to step in as vigilantes, armed with boards, axe-handles, and guns, shoved and beat some of the pickets, injuring four of them.

Meanwhile FBI agents have converged on this small town to investigate the repeated armed harassment of Hortonville Education Association pickets. The HEA lawsuit charges that school and local law enforcement officials have conspired to violate the pickets' civil rights and asks the court to protect the striking teachers.

NEA has established a Hortonville-Timberlane Adopt-A-Teacher Program" to aid these teachers struggling in the nation's two longest teacher strikes. With a weekly contribution of $100 an association or individual will be assigned a particular teacher from one of the strike areas. Smaller contributions will be pooled and distributed on a per capita basis. Checks should be made payable to "National Hortonville-Timberlane Adopt-A-Teacher Program." Staff contact for the program is Charles Bolden, Affiliate Services, NEA Center.

FEDERAL JUDGE RULES TEACHER ARRESTS UNLAWFUL

PLAISTOW, NEW HAMPSHIRE—Ninety New England teachers and association staff were arrested here in late August for "parading without a permit." They were picketing with fired teachers of the Timberlane Regional Education Association while scab replacements reported to school for training.

Local officials claimed that since the district no longer had a contractual relationship with the fired teachers, on strike since February 26, the picketing was not a strike activity, but a "parade."

But on September 3, in a sweeping decision with broad implications for teachers nationwide, a federal district court judge in Concord, ruled the arrests unlawful. Under First Amendment guarantees of free speech and assembly, Judge Hugh Bownes decreed, strikers have a constitutional right to picket schools or school-sponsored events even though they are no longer employed by the school board.

NEA President James Harris hailed the ruling as "a major victory for teachers and other public employees who for so long have had to make do in the collective bargaining arena without the benefit of federal legislation." The decision serves as a clear warning that "strikers cannot be held under the claws of local officials who attempt to prohibit picketing simply because they do not side with employees in a dispute," Harris said.

Environmental Materials Ready for Classroom Use

WASHINGTON, D.C.—New instructional materials on environmental education—developed as part of NEA's program for providing leadership in solving social problems—are now available.

The materials are: (1) "Energy Choices for NOW: Saving, Using, Renewing," which includes a booklet for intermediate and secondary students plus a teacher's manual and wall chart that depicts thhe nation's increasing consumption of energy resources, and (2) a companion resource, "Environmental Education: An Annotated Bibliography of Materials and Resources."

"The issues of energy and the preservation of our environment must be incorporated into the program of every school," said NEA President James A. Harris. "Our youth must be prepared to understand the alternative sources of energy and the economic, social, and political consequences of their use." Harris emphasized the utility of these materials as a "model" for the types of instructional materials teachers need to meet the emerging social issues of these times. "We do not have the luxury of permitting the lengthy and costly process found in standardized curriculum development. Teachers need resources which provide up-to-date, quality, instructional resources to supplement the ongoing curriculum. NEA is moving into this area as a response to the needs of teachers."

The materials may be obtained from the NEA Order Dept., The Academic Bldg., Saw Mill Rd., West Haven, CT 06516, at $2 per copy of *Class Size* orders (quantities of 20 or more) of the Student Edition (including a Teacher Manual and wall chart) (Stock #1334-4-00) or $3.50 for the *Examination Set* of one copy of the Student Manual and Teacher Manual (Stock #1342-5-00). The environmental bibliography is $1 per copy (Stock #1329-8-00).

FLORIDA UNITED SERVICE AFFILIATE ORGANIZED

TALLAHASSEE, FLA.—A new NEA state affiliate, the Florida United Service Association, has been set up to provide NEA services to Florida educators at the state level. The new association will operate from here with George Auzenne serving as its executive secretary. The NEA Executive Committee officially recognized the new affiliate last month.

Auzenne resigned July 31 from the Florida Education Association staff. FEA was disaffiliated by the NEA Executive Committee August 31 for engaging in "willful violations" and "conduct intended to interfere with or prevent implementation of written policies of the NEA." The relevant policies involve local-state-national unified association membership and a prohibition against mergers which require affiliation with AFL-CIO.

"Although FEA will be denied the benefits of affiliation with NEA, we want to stress that individual NEA members and NEA's local affiliates in Florida will continue to enjoy the same rights and privileges as other NEA members and local affiliates across the country," said NEA President James Harris in announcing the Executive Committee action. "NEA guarantees them the same NEA protections and services—through NEA's UniServ staffing program, for example—that it has provided all along. Further, we will assist Florida teachers as they work toward unifying their strength within the state and throughout the nation."

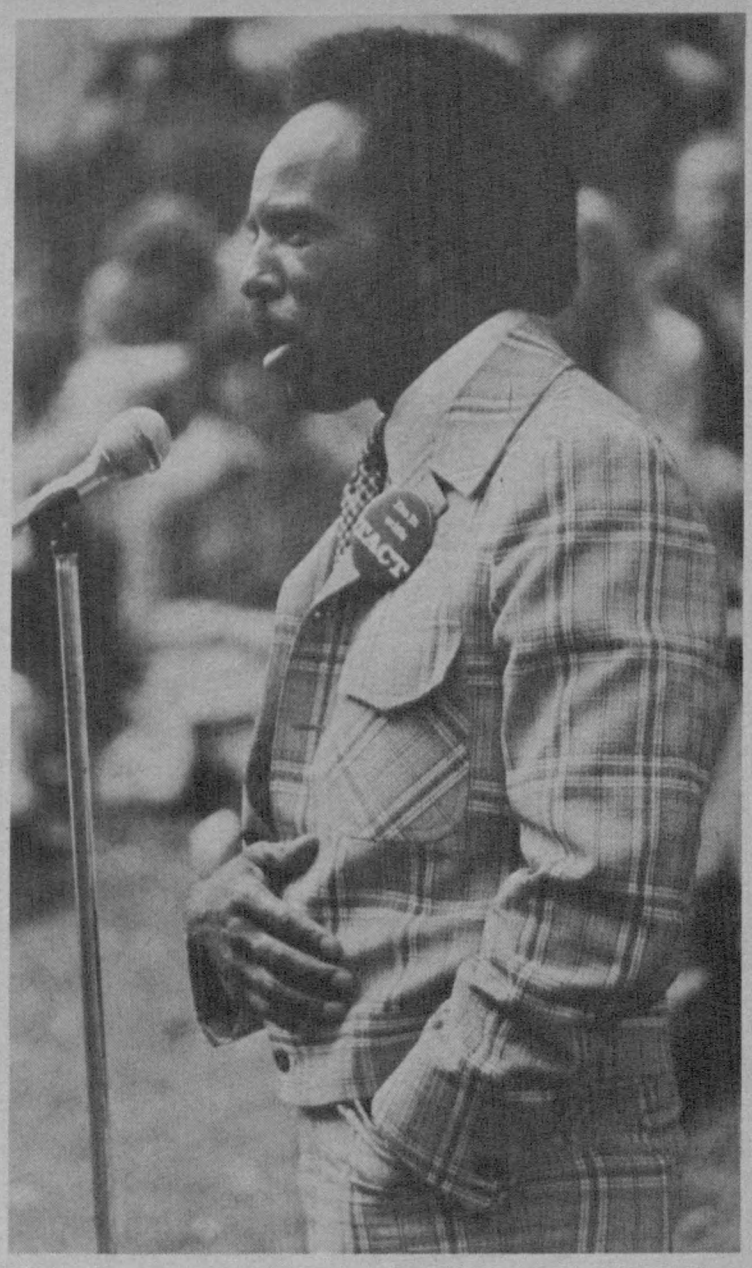
Harris explained that the Executive Committee concluded from evidence presented at a hearing here—evidence undisputed by FEA—that FEA's continued affiliation with NEA is "prejudicial to the best interest of NEA." NEA Executive Secretary Terry Herndon had filed a two-count charge seeking FEA disaffiliation on July 15 at the request of Carl Harner, an NEA Board of Directors member from Florida. The charge contended that FEA deliberately set out to violate NEA's policy of unifying all state and local affiliates and to encourage mergers of state and local associations requiring AFT and AFL-CIO affiliations, contrary to NEA policy.

Although FEA was notified of the time and place of the hearing and afforded the opportunity to respond to the charge, it did not communicate with NEA until the morning of the hearing. NEA President Harris then received a letter from FEA President Catherine Luther stating that FEA would not be present and making clear that FEA had no intention of following NEA's unification and merger policies. Both Luther and FEA Executive Secretary Richard Batchelder were in Washington, D.C., at the time of the hearing but, instead of taking the opportunity to respond to the charge in the open forum provided by NEA, held a news conference at a hotel near NEA Center.

Despite FEA's intentional absence, a full day's evidence substantiating the charge was presented, both to assist the committee in reaching a decision and to ensure that Florida teachers would understand the charge and why it was brought.

The committee's findings point out that "FEA not only has failed to attempt to achieve unification, but it has actually moved away from unification." On the basis of a bylaw amendment passed at its 1974 delegate assembly, FEA has encouraged local associations to deunify from NEA, the committee pointed out.

The Executive Committee also found that FEA in March had entered into a "teacher unity agreement" to merge with the Florida AFT, AFL-CIO. This agreement was subsequently repudiated by delegates to FEA's April convention. The delegates did approve an FEA bylaw amendment, however, on the basis of which the FEA board of directors encouraged and approved agreements for mergers with local AFT units by FEA affiliates in Duval and Suwannee counties and FEA's higher education units.



TACOMA, WASH.—NEA President James Harris assures teachers here that national support is behind them in their strike for higher pay and negotiating rights. The teachers remained on the picket line last month despite court-ordered $10-per-teacher-per-day fines.

Florida Student Education Association Disaffiliated

WASHINGTON, D.C.—Thomas A. Santesteban, president of the Student National Education Association, announced here that the Florida Student Education Association has been disaffiliated from the Student National Education Association effective August 7.

The Student NEA executive committee terminated the affiliation of the FSEA because the state association had taken action to deunify from the Student NEA in direct violation of Student NEA affiliation policies.

In announcing the decision, Santesteban said the situation "is of course unfortunate." Association policies on affiliation are clear, however, he noted. He emphasized that this disaffiliation action will in no way affect the right of individual students in Florida to be members of the Student National Education Association.

NEA MEMBERSHIP HITS RECORD HIGH

WASHINGTON, D.C.—For the fifth consecutive year, NEA membership hit a new record high as 39 state affiliates surpassed their 1973-74 membership goals. After final computer adjustments, the official May 31 total was 1,467,186, a gain of 91,103 over the previous year.

Early projections for 1974-75 indicate an additional NEA membership increase of 100,000 for a year-end total of nearly 1,600,000.

Most membership gains over the past year resulted from unification, with Alabama, Maryland, and South Dakota in their first year of state unification, and extensive local unification in Georgia, Massachusetts, Ohio, and Virginia.

One Man Dominates Teacher Union Convention

TORONTO—Despite attempts by some delegates to limit his power, Albert Shanker and his hand-picked slate of 30 vice-presidents won election to office in the American Federation of Teachers, AFL-CIO, during the union's convention here. Shanker was elected president with 86 percent of the vote, easily defeating incumbent David Selden.

About 2,400 delegates from 21 states attended. They voted down a proposal that would have prohibited the AFT president from simultaneously holding state or local federation posts. Shanker now holds New York City, New York State, and national AFT offices.

Washington, D.C., teacher-leader William Simons, a Selden backer, told the convention that "anyone on a quest for power for power's sake will face a downfall like Richard Nixon. The steamroller will reach its pinnacle and if we get together, we will hasten its downfall."

Shanker told the delegates that increased organizing and greater political involvement of teachers will be his top priorities as president. He also announced that AFT will begin an organizing effort to establish and strengthen state federations, a traditionally weak AFT link.

The delegates here voted an increase in per capita dues and gave the AFT Executive Council a free hand in firing AFT supervisory staff. They voted down several proposals designed to end the use of slate delegations and the unit rule method of voting.

The convention adjourned early in the midst of debate on resolutions because of a lack of a quorum.

nea reporter

nea helping teachers teach

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three leaders get it together . . .

Power to The Public Employee

By Rozanne Weissman,
NEA Reporter Contributing Editor

WASHINGTON, D.C.—Three powerful men came together here recently to talk about the plight of public employees.

But these men do more than talk. They act. Their organizations have joined together in the young and successful Coalition of American Public Employees, which, along with a dozen similar state coalitions, is being carefully watched by Congressmen, labor strategists and reporters, and the AFL-CIO.

In the exploding public sector, with its 13.5 million employees who lag behind private-sector workers in rights and benefits, these three leaders and their organizations are a force to be reckoned with.

- Terry Herndon is the young, progressive executive secretary of NEA, the nation's largest public employee organization.
- Jerry Wurf, an outspoken member of the AFL-CIO executive council, is president of the American Federation of State, County, and Municipal Employees, the country's fastest-growing union.
- Vincent Connery is the first full-time president of the National Treasury Employees Union, a federal union with clout for its Treasury Department members, including IRS, Secret Service, and Customs agents.

NEA, AFSCME, and NTEU have evolved into organizations of real force for members and with an abiding faith in organizational democracy—the ability of members to determine their own destinies. Although the organizations and the white- and blue-collar employees they represent are somewhat disparate, the threesome feels comfortable joining hands to solve common problems and to push for their top priority: a federal collective bargaining law for all public employees.

Two of the leaders have experienced firsthand the problems of public employees: Herndon as a Michigan teacher and Connery as an IRS agent. Wurf, on the other hand, began as an organizer of public employees, a "traditional trade unionist," as he describes it, "who found himself in an organization with no raison d'etre—no ability to organize, bargain, and deal with the well-being and dignity of its members."

Eyes will particularly center on these men now that delegates to the 1974 NEA Representative Assembly, in an action that could begin a new chapter in labor history, called on the coalition to set up meetings of all public employee organizations to establish a formal, national organization of public employees.

Q: How have public employees fared in recent years?

HERNDON: The Nixon years were an outrage. Despite increased compensation, runaway inflation left teachers and other public employees with little but despair. There was virtually no progress in achieving rights to collective bargaining and to strike and no movement toward equity between public and private employees. We are offended by a wayward government squandering money on instruments of destruction rather than on social building while schools and other instruments of social welfare decline. Federal agencies which serve people or relieve misery are in disarray. This massive neglect concerns public employees. They have chosen public service and have a feeling about the social development of our people. We will wait before making any judgments on the public employee situation under President Ford.

"Whatever progress public employees have achieved has been the result of the Coalition of American Public Employees—with at best tolerant silence from AFL-CIO."
—Terry Herndon

CONNERY: Nixon's track record showed that he consistently took actions which were detrimental to the federal work force—layoffs, promotion and hiring freezes, illegal attempts at deferring wage increases, opposition to collective bargaining and better retirement and health provisions for workers. He showed no regard for maintaining equitable pay and fringe benefits or the morale of the federal work force.

Q: Are teachers have-nots—little, powerless people in our society—who share a common lot with AFSCME's blue-collar workers?

WURF: Teachers have been have-nots for many reasons—fundamentally in terms of the status they should enjoy. Editorials once decried the unfairness of teachers' earning half the salary of blue-collar workers. Today, editorials hit teachers when they organize, demand a collective bargaining agreement, and decide that they don't want to be patronized. Isn't it incredible in 1974 that striking Timberlane (N.H.) and Hortonville (Wisc.) teachers are fighting for the dignity of collectively dealing with the school board as peers, rather than as supplicants? The organized one-quarter of the American private work force has had a tremendous effect upon the standards that workers enjoy. Teachers and other have-nots outside the scope of these changes have paid a high price socially and economically because we've been left out of statutes that gave private-sector workers the right to deal with their problems.

Q: Is it detrimental for teachers to align themselves with public employees whose strikes may endanger public health and safety?

HERNDON: That allegation speaks directly to the lack of logic in the statutory response to the rights of public employees and the need for a wholesale review. I acknowledge that work functions vary according to their degree of criticalness and relationship to public health and safety. But I reject the contention that the demarcation line is the same one that separates public and private employees. We cannot say that a publicly supported hospital is critical and the private one next door is not. If the public wants to avoid injurious confrontations with those who perform critical services, it must provide a statutory base that gives public employees some means other than confrontation to get reasonableness and equity.

CONNERY: NTEU strongly supports the right to strike for all employees. The record has proved that when public employees are granted the right to strike, the floodgates to wholesale work stoppages are not opened. If anything, strikes diminish.

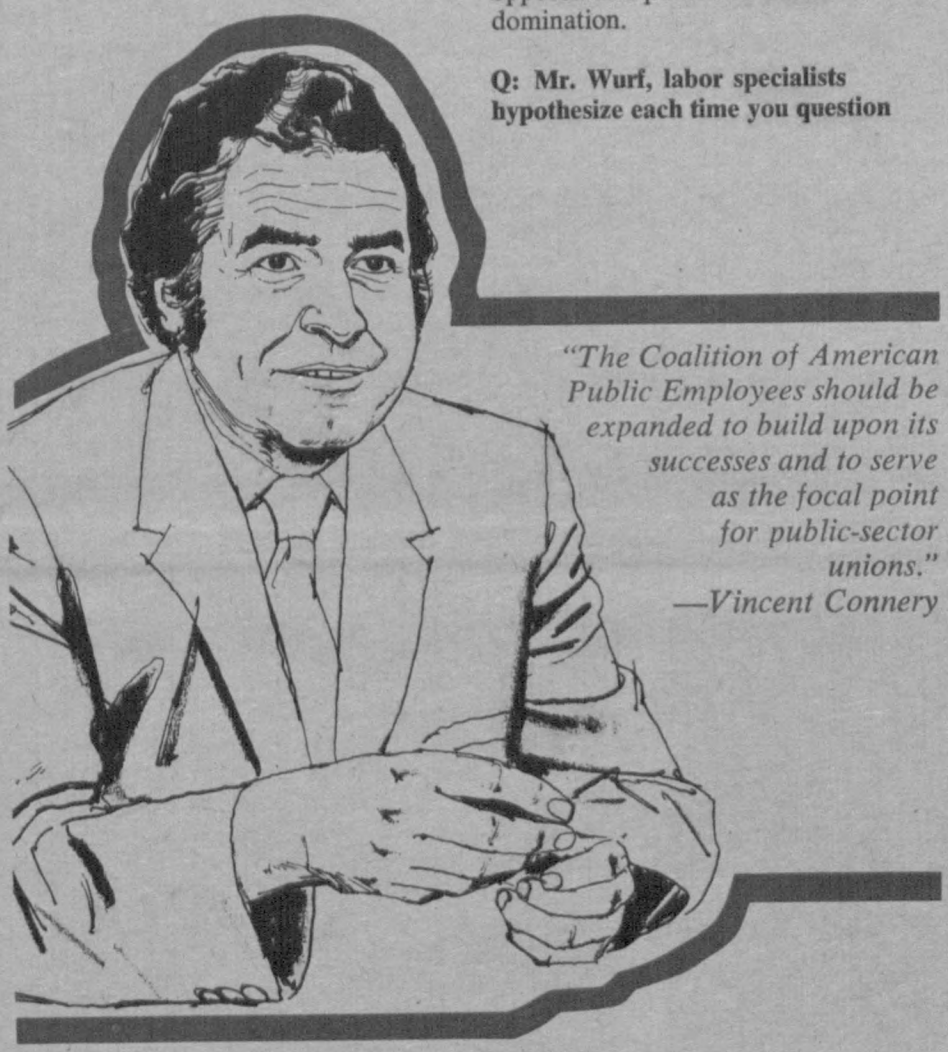
Q: Has AFL-CIO been responsive to the needs of public employees?

HERNDON: An organization with overwhelming private-sector predominance should put their needs first. But, unique needs of public employees are not high on their agenda. Look at major legislation historically. Public employees were excluded from the Wagner Act—which extended to workers the right to collectively bargain—early social security programs, unemployment compensation, and other labor legislation without offense being taken by AFL-CIO unions. Even today, the pension reform bill that has strong AFL-CIO support limits public employees' ability to achieve tax equity. If the house of labor has the power they proclaim and sensitivity to the public employee cause, one would think we would have a federal collective bargaining law. Whatever progress we've achieved has been the result of the Coalition of American Public Employees struggling

valiantly with at best tolerant silence from AFL-CIO.

CONNERY: AFL-CIO has not been responsive to needs of federal employees. They view the entire federal work force as a mass of civil servants without recognizing that the problems differ from agency to agency. The largest AFL-CIO federal-sector union, the American Federation of Government Employees (AFGE), has never taken one action that would characterize it as a leading federal union. AFGE did not join us in a back-pay suit against President Nixon or in lobbying against detrimental language in the pension reform bill. Its collective bargaining agreements show a lack of true negotiating ability and imagination. Its proposed collective bargaining bill creates an anomaly for AFL-CIO because AFGE doesn't support the right to strike for federal employees.

WURF: AFL-CIO historically



"The Coalition of American Public Employees should be expanded to build upon its successes and to serve as the focal point for public-sector unions."
—Vincent Connery

didn't think it had a particular responsibility, besides perfunctory support, to public employees. In recent years, however, they have helped immensely in dealing with particular problems—for example, in improving labor-management relations in the Post Office. I'm appalled that one or two public employee unions affiliated with the AFL-CIO have been so anxious to be friends with the private-sector unions that they sometimes have been insensitive to their own constituencies. One of AFL-CIO's difficulties is its inability to deal with serious internal jurisdictional disputes among its affiliates, so vast resources that should be used for the well-being of employees are frittered away in internal battling.

Q: How does AFSCME relate to—and differ from—AFT and other AFL-CIO unions?

WURF: We feel that to differ with AFL-CIO from time to time is not disloyal, whereas AFT leadership seems to feel that even if one is in agreement with 95 percent of AFL-CIO positions, the five-percent difference on policy is tantamount to high treason. We find it painful that AFT leadership considers it treasonous for us to have a relationship with the coalition. We consider it a rational relationship, as the machinists (AFL-CIO) have with the auto workers (non-AFL-CIO) and the building trades unions (AFL-CIO) have with the Teamsters (non-AFL-CIO). Some people in the AFL-CIO feel we're betraying the well-being of an affiliate (AFT), but they don't understand that AFT probably pays more per capita tax to NEA than to AFL-CIO because half of AFT's members also belong to NEA. I am troubled about a mental set which slanders the coalition instead of viewing it as a unique opportunity to develop communication with other public employee groups. I question the sincerity of the AFT leadership's desire for teacher unity, as opposed to a particular leader's domination.

Q: Mr. Wurf, labor specialists hypothesize each time you question AFL-CIO policy that you are sounding more like Walter Reuther before he pulled the United Auto Workers out of AFL-CIO.

WURF: I'm flattered by the comparison, but I can't pull out of AFL-CIO. Our constitution would have to be amended. We're not on the same route as Walter Reuther, nor are our differences, at this moment, as substantive. We're not talking about the possibility of our union going out, but about problems within AFL-CIO. There are other AFL-CIO officials who feel the way I do, and if they would speak out, my statements would not be considered unique. I told our AFSCME convention in June that I believed our membership's destiny lay within AFL-CIO, but I spelled out what troubled me. They adopted resolutions expressing similar concerns. Our biggest concern: AFL-CIO's ability to organize public workers and get them equity. I'm annoyed that some officials don't support a national public employee collective bargaining law and some other gut issues for public employees.

Q: How will the new AFL-CIO public employee department, which was prompted by coalition successes, affect the coalition?

WURF: We need and want a department of public employees inside AFL-CIO. There are those who look at the department as a mechanism to destroy the coalition and public employee unity. The AFL-CIO federal unions and a postal union look to the department as a means of serving their members' well-being. AFSCME's convention passed a resolution which served notice on our leadership to join the department but not to waste time and money on it if it turns out to be nothing more than an attempt to negate the coalition or to attack AFSCME's jurisdiction.

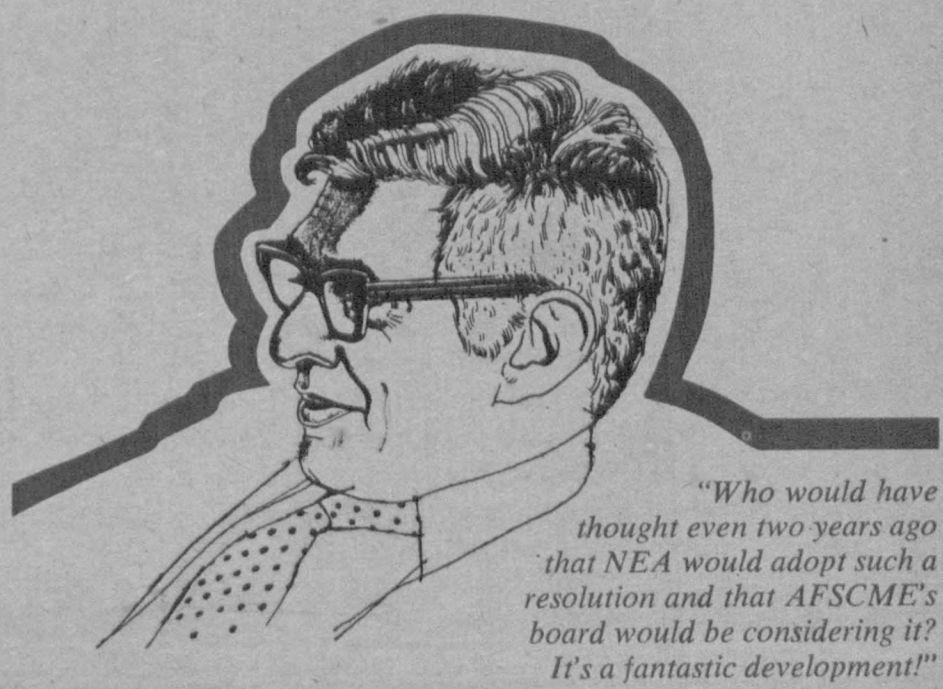
Q: How do you envision the NEA-proposed national public employee organization?

HERNDON: That resolution at this point is a unilateral action by NEA. It suggests to our coalition partners that we would like to move on to the next phase, upgrading and institutionalizing the coalition's substance and structure—making it more powerful, more permanent—and also including other organizations. We first want to sit down with AFSCME and NTEU, determine the other organizations that should be part of this brotherhood of public employees, and invite them to talk about common interests, programs, problems, organizational structure, and jurisdiction. We would hope the public employee organizations won't get involved in wasteful jurisdictional friction among themselves—a real problem within AFL-CIO.

Q: How do you view prospects for such a nationwide organization?

CONNERY: The coalition is a meaningful beginning but should be expanded to build upon its success and serve as the focal point for public-sector unions. It provides an excellent machinery for bringing together the expertise of different unions to deal with common legislative, legal, and other problems. The more true union spokesmen that can be brought into the coalition, the larger its voice, the greater its problem-solving mechanisms.

HERNDON: Until there's been a dialogue with many organizations, we can't know what's possible or where it will wind up on the continuum that began with the coalition and could end at the ultimate with an institutionalized federation. Many important public employee organizations are part of AFL-CIO, which places limitations on their ability to formulate other federated relationships. NEA is outside AFL-CIO and will remain that way. So, I assume the likely outcome will be a bridge between those two kinds of organizations.



"Who would have thought even two years ago that NEA would adopt such a resolution and that AFSCME's board would be considering it? It's a fantastic development!"
—Jerry Wurf

WURF: Terry Herndon spoke at AFSCME's convention and raised the question of bringing our relationship to a higher stage of development, including the possibility of a federation. I was amazed at the reasonable response he got. At a meeting of our executive board, there was discussion of the NEA resolution and Terry's speech. Of course, it's just in the thinking stage, but it's an interesting idea. People felt this is different, new, and radical—not politically, but philosophically. Who would have thought even two years ago that NEA would adopt such a resolution and that AFSCME's board would be sitting there considering it? It's a fantastic development!

Teacher Lobbying Blitz

VICTORY IN WASHINGTON

"The effort of the educational interest groups, led by the very fine staff of NEA, was keyed to gain a wide margin of support for the Conference Report in the House. The cooperation between the Congress and the education groups was excellent and should serve as a model for future joint action."

—Rep. Albert H. Quie (R-Minn.), ranking minority member, House Education and Labor Committee.

"I know that our victory would not have occurred without the help of the NEA team."

—Rep. Carl D. Perkins (D-Ky.), chairman, House Education and Labor Committee.

WASHINGTON, D.C.—A concerted lobbying blitz by NEA, state, and local affiliates was climaxed when President Gerald Ford signed into law a $25 billion authorization education bill (HR 69) extending for four years the Elementary and Secondary Education Act and other education programs.

NEA representatives, including President James A. Harris and Executive Secretary Terry Herndon, attended the bill-signing ceremony by special White House invitation at the Health, Education, and Welfare Auditorium here. It was the first bill signed by the new President.

Forward funding, requested by President Ford, has been a primary NEA target and was among one of many provisions in the landmark legislation that association representatives lobbied for in a months-long campaign in both chambers of Congress. Forward funding will provide for better school planning because boards of education will know prior to opening of school the amount of federal funds to include in local school budgets.

While praising the bill as a "good law that justified my signature," President Ford cautioned Congress, however, to exercise restraint in appropriating funds under the authorizing legislation. Congress is expected to approve a supplemental appropriation for the education programs in the new law before it adjourns prior to the November elections.

The bill authorizes $7.2 billion in the first year, beginning during the current school year. NEA and affiliates are continuing their efforts to provide full funding of the education programs.

The authorizing legislation was fashioned after two years of wrangling in the Congress and builds upon the original Elementary and Secondary Education Act of 1965. The bill continues Title 1 aid for children from low-income families; impact aid; assistance for bilingual, Indian, adult and vocational education programs. It establishes several new programs, including reading improvement, aid for handicapped children, and safeguards of student record privacy.

The NEA lobbying team—representatives from 28 state associations and NEA Government Relations staff—was credited by both Republican and Democratic leaders with playing a major role in the successful passage of HR 69. The lobbyists, including state presidents, NEA Board members, state executive secretaries, and state and local government relations staff, converged on Capitol Hill during the final days of debate on the bill. They were on hand when the bill was passed decisively in the House on July 31.

State elected leaders, state staff representatives, and NEA Government Relations staff confer at NEA Center during initial briefing session of three-day lobbying blitz.

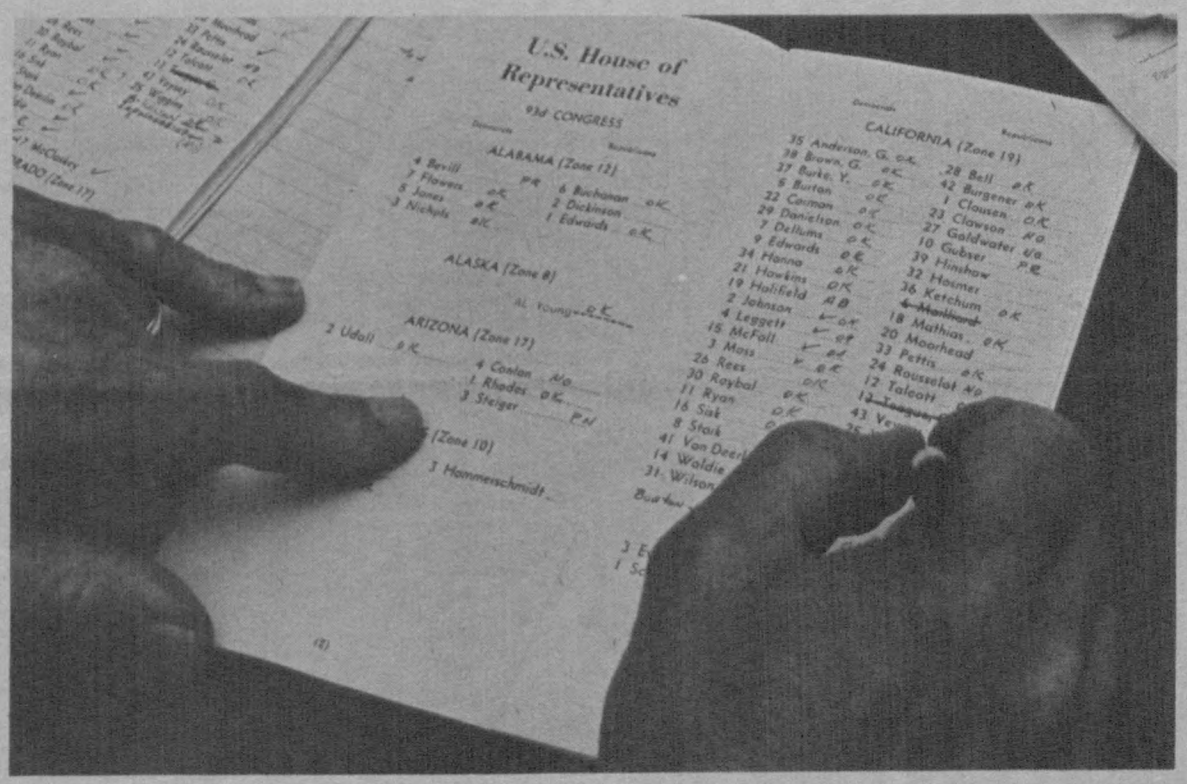
Teacher lobbyists review assignments before they leave for Capitol Hill.

On Capitol Hill, Rep. Carl Perkins (D-Ky.), chairman of the House Education and Labor Committee, above and left below, and Rep. Albert Quie (R-Minn.), ranking minority member, at right, brief teacher lobbyists in a bipartisan strategy session with committee staff.

Jerry Hall (left), president of Kansas-NEA, confers with Rep. William R. Roy (D-Kansas) prior to House vote. Hall is blind.

Thelma Braswell, director of teacher-government relations for the Alabama Education Association, scores a point with Rep. Tom Bevill (D-Ala.), who later voted for HR 69.

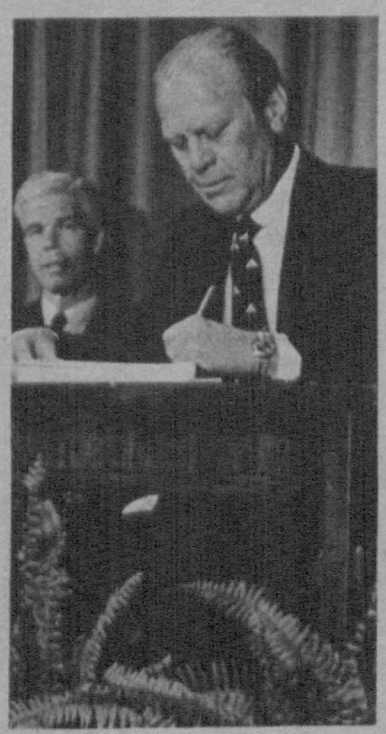
Teacher lobbyists, above and below, map out their strategy by regions.



A precise count on how each House member is expected to vote is recorded on a House Worksheet of state-by-state Congressional delegations.

"The truth of the matter is that the House adopted the education measure, without the busing restrictions, because of the pressures of the education lobby—National Education Association members were actually watching the vote from seats in the House gallery section normally reserved for Congressional staffers . . ."

—Human Events, **Aug. 10, 1974**



Victorious lobbying team strolls happily down Capitol steps after overwhelming House vote, confident that HR 69 will receive White House approval. Above, President Ford signs the measure.

93rd Congress (1
DID YOUR CONG
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This information should be used as an aid in judging whether your Congressman and Senators have supported education during the past two years. The issues selected relate directly to NEA policy as reflected in resolutions of the Representative Assembly and are intended to present a general profile of each Member of Congress in roll call votes.

Bear in mind, of course, that voting records are only one of the factors considered by NEA-PAC, NEA's political action arm, and by the political action committees of state and local associations as they decide whom to endorse in federal elections. The judgment as to an individual's stance on education is based on a careful review of the entire posture, including public statements and direct questioning through personal interviews, correspondence, and lobbying activity. Teacher political action committees conduct such assessments. You should become familiar with endorsement actions of NEA-PAC and local and state political action arms. For information about NEA-PAC activities in the 1974 campaign, see page 2.

HOUSE OF REPRESENTATIVES

R = Right according to NEA position
W = Wrong according to NEA position
NV = Not voting

1. *Vocational Rehabilitation (HR 17)* Motion to adopt Landgrebe substitute (Administration plan) to restrict extension to three years and otherwise modify committee bill. Roll Call No. 41, March 8, 1973. Rejected, 165-213. NEA opposed.

2. *Labor-HEW Appropriations (HR 8877)* Motion to pass Michel amendment to reduce committee version of Fiscal 1974 Labor-HEW appropriation bill by $631.6 million. Roll Call No. 291, June 26, 1973. Rejected, 186-213. NEA opposed.

3. *Impoundment Control (HR 8480)* Motion to pass Anderson amendment to require both houses to pass resolutions to mandate expenditure of impounded funds. Roll Call No. 378, July 24, 1973. Rejected, 205-206. NEA opposed.

4. *School Lunch (HR 9639)* Motion to pass Quie amendment to maintain, rather than increase, 8¢ federal subsidies for school lunches. Roll Call No. 45, Sept. 13, 1973. Rejected, 127-272. NEA opposed.

5. *Environmental Education (HR 3927)* Motion to pass Symms amendment to extend programs only through Fiscal 1974. Roll Call No. 549, Oct. 24, 1973. Rejected, 140-252. NEA opposed.

6. *ESEA Extension (HR 69)* Motion to adopt Mink amendment extending impact aid for three years rather than one year as reported in committee bill. Roll Call No. 117, March 27, 1974. Passed, 276-129. NEA supported.

7. *ESEA Extension (HR 69)* Motion to adopt Ashbrook amendment prohibiting use of federal funds for transportation to achieve racial balance in schools and/or to implement desegregation plans. Roll Call No. 119, March 27, 1974. Passed, 239-198. NEA opposed.

8. *ESEA Extension (HR 69)* Motion to adopt Crane amendment prohibiting distribution of federal funds to any school district in which teacher membership in a union or professional association was a condition of employment. Roll Call No. 120, March 27, 1974. Failed, 95-308. NEA opposed.

9. *School Lunch (HR 14354)* Motion to suspend the rules and pass HR 14354 as amended. Roll Call No. 211, May 7, 1974. Passed, 359-38. NEA supported.

10. *Voter Registration (HR 8053)* Motion to adopt the rule. Roll Call No. 214, May 8, 1974. Rejected, 197-204. NEA supported.

11. *ESEA (HR 69)* Motion to adopt the conference report of HR 69. Roll Call No. 424, July 31, 1974. Passed, 323-83. NEA supported.

	1	2	3	4	5	6	7	8	9	10	11
ALABAMA											
1. Edwards (R)	W	W	W	W	W	W	W	W	R	W	R
2. Dickinson (R)	NV	W	W	W	W	R	W	W	W	W	R
3. Nichols (D)	NV	R	W	R	W	R	W	W	W	W	R
4. Bevill (D)	R	R	W	R	W	NV	NV	NV	R	W	R
5. Jones (D)	R	R	R	R	W	R	W	R	NV	W	NV
6. Buchanan (R)	R	W	W	W	NV	W	W	W	R	W	R
7. Flowers (D)	R	R	W	R	W	R	W	R	NV	NV	R
ALASKA											
AL Young (R)	–	R	W	W	NV	R	W	R	R	R	R
ARIZONA											
1. Rhodes (R)	W	W	W	W	W	W	W	W	R	W	R
2. Udall (D)	R	R	R	R	NV	R	R	R	R	R	R
3. Steiger (R)	NV	NV	W	W	W	R	W	W	W	W	W
4. Conlan (R)	W	W	W	W	W	R	W	W	R	W	W
ARKANSAS											
1. Alexander (D)	R	R	R	R	R	NV	NV	NV	NV	NV	W
2. Mills (D)	NV	NV	NV	NV	NV	R	R	R	R	R	R
3. Hammerschmidt (R)	R	W	W	NV	W	R	W	W	R	W	R
4. Thornton (D)	R	R	R	R	R	R	R	R	R	R	R
CALIFORNIA											
1. Clausen (R)	W	W	W	R	R	R	W	R	R	W	R
2. Johnson (D)	R	R	R	R	R	R	R	R	R	R	R
3. Moss (D)	R	R	R	R	R	R	R	R	R	R	R
4. Leggett (D)	R	R	R	R	R	R	R	R	R	R	R
5. Burton (D)	R	R	R	R	R	R	R	R	R	R	R
6. Burton, J (D)	–	–	–	–	–	–	–	–	–	–	R
7. Dellums (D)	R	R	R	R	R	R	R	R	R	R	W
8. Stark (D)	NV	R	R	R	R	R	R	R	R	R	R
9. Edwards (D)	R	R	R	R	R	R	R	R	R	R	R
10. Gubser (R)	W	W	W	W	R	R	W	W	W	W	R
11. Ryan (D)	R	R	R	R	NV	W	W	R	R	R	R
12. Talcott (R)	NV	W	W	R	R	R	W	R	R	W	R
13. Lagomarsino (R)	–	–	–	–	–	R	W	W	R	W	R
14. Waldie (D)	NV	R	R	R	R	R	R	R	R	R	R
15. McFall (D)	R	R	R	R	R	R	R	R	R	R	R
16. Sisk (D)	NV	R	R	R	R	R	R	R	NV	NV	R
17. McCloskey (R)	R	R	R	R	R	W	R	R	R	R	R
18. Mathias (R)	W	W	W	W	W	R	W	R	R	NV	R
19. Holifield (D)	R	R	R	R	R	R	R	R	R	R	NV
20. Moorhead (R)	NV	W	W	W	W	R	W	W	R	W	R
21. Hawkins (D)	R	R	R	R	R	R	R	R	R	R	R
22. Corman (D)	R	R	R	R	R	R	R	NV	R	R	R
23. Clawson (R)	W	W	W	NV	W	W	W	W	R	W	W
24. Rousselot (R)	NV	W	W	W	W	R	W	W	W	W	W
25. Wiggins (R)	W	W	W	W	W	W	R	R	R	W	R
26. Rees (D)	R	R	R	R	NV	W	R	R	R	R	R
27. Goldwater (R)	W	W	W	W	W	R	W	W	R	W	R
28. Bell (R)	R	W	W	NV	R	W	R	R	R	W	R
29. Danielson (D)	R	NV	R	R	R	R	R	R	R	R	R
30. Roybal (D)	R	R	R	R	R	R	R	R	R	R	R
31. C. Wilson (D)	R	R	R	R	R	R	NV	R	NV	R	R
32. Hosmer (R)	NV	W	W	W	R	R	W	R	R	W	R
33. Pettis (R)	W	W	W	R	W	R	W	R	R	W	R
34. Hanna (D)	NV	R	NV	R	R	R	R	R	R	R	NV
35. Anderson (D)	R	R	R	R	R	R	R	R	R	R	R
36. Ketchum (R)	W	W	W	W	NV	R	W	W	R	W	R
37. Burke (D)	R	R	R	NV	R	R	R	R	R	R	R
38. Brown (D)	NV	R	R	R	R	R	R	R	R	R	R
39. Hinshaw (R)	NV	W	W	W	R	R	W	R	R	W	R
40. B. Wilson (R)	W	W	W	W	W	R	W	NV	R	W	R
41. Van Deerlin (D)	R	R	R	R	NV	R	R	R	R	R	R
42. Burgener (R)	R	W	W	W	W	R	W	W	R	W	R
43. Veysey (R)	NV	W	W	R	NV	R	W	W	R	W	R
COLORADO											
1. Schroeder (D)	R	R	R	R	R	R	R	R	R	R	R
2. Brotzman (R)	W	W	W	R	R	R	W	R	R	W	R
3. Evans (D)	NV	R	R	W	R	R	R	R	W	R	R
4. Johnson (R)	W	W	W	R	W	R	R	R	NV	W	R
5. Armstrong (R)	W	W	NV	W	W	R	W	R	R	W	W
CONNECTICUT											
1. Cotter (D)	R	R	R	R	R	W	W	R	R	R	R
2. Steele (R)	R	R	W	R	NV	R	W	R	R	W	R
3. Giaimo (D)	R	R	R	R	R	W	NV	R	R	R	R
4. McKinney (R)	R	R	W	R	R	W	R	R	R	W	R
5. Sarasin (R)	R	R	W	R	R	W	W	R	R	R	R
6. Grasso (D)	R	R	R	R	R	R	W	R	R	R	R
DELAWARE											
AL du Pont (R)	R	R	W	R	R	W	W	R	R	W	R
FLORIDA											
1. Sikes (D)	NV	W	W	NV	R	R	W	R	R	W	R
2. Fuqua (D)	R	R	W	R	R	R	W	R	R	W	R
3. Bennett (D)	W	W	R	W	R	R	W	R	R	R	W
4. Chappell (D)	NV	W	W	R	W	R	W	R	R	W	R
5. Gunter (D)	W	R	NV	R	R	R	W	R	R	R	NV
6. Young (R)	W	W	W	W	W	R	W	W	R	W	R
7. Gibbons (D)	NV	R	R	R	R	R	W	R	R	R	R
8. Haley (D)	W	W	R	R	R	W	W	R	NV	NV	R
9. Frey (R)	W	W	W	R	W	R	W	R	R	W	R
10. Bafalis (R)	W	W	W	W	W	W	W	W	R	W	R
11. Rogers (D)	W	R	R	R	W	W	W	R	R	R	R
12. Burke (R)	W	W	W	R	NV	W	W	W	R	W	R
13. Lehman (D)	R	R	R	R	R	R	R	R	R	R	R
14. Pepper (D)	R	R	R	R	R	R	R	R	R	R	R
15. Fascell (D)	R	R	R	R	R	R	R	R	R	R	R
GEORGIA											
1. Ginn (D)	W	W	W	R	R	R	W	R	R	W	W
2. Mathis (D)	NV	W	W	NV	W	R	W	W	W	W	W
3. Brinkley (D)	W	W	R	R	R	R	W	W	R	W	W
4. Blackburn (R)	W	W	W	NV	W	W	W	NV	R	NV	W
5. Young (D)	R	R	R	R	R	R	R	R	R	R	R
6. Flynt (D)	W	R	W	W	W	R	W	W	W	R	W
7. Davis (D)	W	NV	R	NV	NV	R	W	R	R	R	NV
8. Stuckey (D)	W	NV	R	R	W	NV	NV	R	R	W	W
9. Landrum (D)	W	W	W	NV	W	W	W	R	R	W	NV
10. Stephens (D)	W	R	R	R	W	NV	NV	NV	NV	W	R
HAWAII											
1. Matsunaga (D)	R	R	R	R	R	R	R	R	R	R	R
2. Mink (D)	R	R	R	R	R	R	R	R	R	R	R
IDAHO											
1. Symms (R)	W	W	W	W	W	R	W	W	W	W	W
2. Hansen (R)	R	W	W	W	R	W	R	R	R	W	NV
ILLINOIS											
1. Metcalfe (D)	R	R	R	NV	R	W	R	R	R	R	R
2. Murphy (D)	R	R	R	R	R	W	R	R	R	R	R
3. Hanrahan (R)	W	R	W	NV	W	NV	NV	NV	R	W	R
4. Derwinski (R)	W	NV	W	W	NV	W	W	R	R	W	R
5. Kluczynski (D)	R	R	R	R	R	NV	NV	NV	R	R	R
6. Collier (R)	NV	W	W	R	W	W	W	R	R	W	W
7. (Mrs.) Collins (D)	–	R	R	–	R	W	R	R	R	R	R
8. Rostenkowski (D)	NV	R	R	R	R	W	R	R	R	R	NV
9. Yates (D)	R	R	R	R	R	W	R	R	R	R	R
10. Young (R)	W	W	W	W	R	W	R	R	R	W	R
11. Annunzio (D)	R	R	R	R	R	W	W	R	R	R	W
12. Crane (R)	NV	W	W	NV	W	R	W	W	W	W	W
13. McClory (R)	R	W	W	R	W	R	R	R	R	W	R
14. Erlenborn (R)	R	W	W	W	W	NV	NV	NV	R	W	R
15. Arends (R)	W	W	W	W	W	W	W	W	R	W	NV
16. Anderson (R)	W	W	W	NV	NV	W	R	R	R	W	R
17. O'Brien (R)	W	W	W	W	R	R	R	R	R	W	R
18. Michel (R)	W	W	W	W	W	NV	W	R	R	W	R
19. Railsback (R)	NV	W	W	W	W	NV	NV	NV	R	W	R
20. Findley (R)	W	W	NV	W	W	W	R	R	R	W	R
21. Madigan (R)	W	R	NV	W	W	R	R	R	R	W	R
22. Shipley (D)	R	R	NV	R	NV	R	W	R	R	R	R
23. Price (D)	R	R	R	R	R	R	R	R	R	R	R
24. Gray (D)	R	NV	R	R	R	NV	NV	R	R	NV	R
INDIANA											
1. Madden (D)	R	R	R	R	R	R	R	R	R	R	R
2. Landgrebe (R)	W	W	NV	W	W	W	W	W	W	W	W
3. Brademas (D)	R	R	R	R	R	R	R	R	R	R	R
4. Roush (D)	R	R	R	R	R	R	R	R	R	R	R
5. Hillis (R)	R	W	W	W	R	R	W	R	R	W	R
6. Bray (R)	W	W	W	W	W	R	W	R	R	W	R
7. Myers (R)	W	W	W	W	NV	R	W	R	R	W	R
8. Zion (R)	W	W	W	W	W	R	W	W	R	W	R
9. Hamilton (D)	R	R	R	R	R	R	R	R	R	R	R
10. Dennis (R)	W	W	W	W	W	W	W	W	W	W	R
11. Hudnut (R)	W	W	W	W	W	R	W	R	R	W	R
IOWA											
1. Mezvinsky (D)	R	R	R	R	R	R	R	R	R	R	R
2. Culver (D)	R	R	R	R	R	W	R	R	R	R	NV
3. Gross (R)	W	W	W	W	W	W	W	W	W	W	W
4. Smith (D)	R	R	R	R	R	W	R	R	R	R	R
5. Scherle (R)	R	W	W	W	W	W	W	W	R	W	R
6. Mayne (R)	W	W	W	W	R	W	R	R	W	W	R
KANSAS											
1. Sebelius (R)	W	W	W	W	W	W	W	W	R	W	R
2. Roy (D)	R	R	R	R	R	R	W	R	R	R	R
3. Winn (R)	W	R	NV	R	R	W	W	W	R	W	R
4. Shriver (R)	W	W	W	R	NV	NV	NV	NV	R	W	R
5. Skubitz (R)	W	NV	W	W	W	R	W	R	R	W	R
KENTUCKY											
1. Stubblefield (D)	R	R	R	R	R	R	W	R	NV	NV	W
2. Natcher (D)	R	R	R	R	R	R	W	R	R	R	R
3. Mazzoli (D)	R	R	R	R	R	W	W	R	R	R	R
4. Snyder (R)	W	W	W	W	R	R	W	W	R	W	W
5. Carter (R)	R	R	W	R	R	R	W	R	R	W	NV
6. Breckinridge (D)	R	R	R	R	R	R	R	R	R	R	R
7. Perkins (D)	R	R	R	R	R	R	R	R	R	R	R
LOUISIANA											
1. Hebert (D)	R	NV	NV	R	NV	R	W	W	W	W	W
2. (Mrs.) Boggs (D)	–	R	R	R	R	R	R	R	R	W	R
3. Treen (R)	W	W	W	W	W	W	W	W	NV	W	W
4. Waggonner (D)	W	W	W	R	W	R	W	W	R	W	W
5. Passman (D)	NV	W	W	R	R	R	W	R	R	W	W
6. Rarick (D)	W	W	W	W	W	W	W	W	W	NV	W
7. Breaux (D)	NV	NV	R	R	W	R	W	R	R	W	R
8. Long (D)	NV	R	R	W	R	R	W	R	R	R	R
MAINE											
1. Kyros (D)	NV	R	R	R	R	R	R	R	R	R	R
2. Cohen (R)	R	W	W	W	W	R	R	R	R	W	R
MARYLAND											
1. Bauman (R)	–	–	–	W	W	R	W	W	R	W	W
2. Long (D)	R	W	R	R	R	W	W	R	R	R	R
3. Sarbanes (D)	R	R	R	R	R	R	W	R	R	R	R
4. Holt (R)	W	W	W	W	W	R	W	W	R	W	W
5. Hogan (R)	R	W	W	W	R	R	W	W	R	W	R
6. Byron (D)	W	W	R	R	W	R	W	W	R	W	R
7. Mitchell (D)	R	R	R	R	R	NV	NV	NV	R	R	R
8. Gude (R)	R	R	R	R	R	R	R	R	R	R	R
MASSACHUSETTS											
1. Conte (R)	R	W	W	W	R	R	R	R	R	R	NV
2. Boland (D)	R	R	R	R	R	R	R	R	R	R	R
3. Donohue (D)	R	R	R	R	R	R	R	R	R	R	R
4. Drinan (D)	R	R	R	R	R	R	R	R	R	R	R
5. Cronin (R)	W	R	W	R	R	R	W	R	R	R	R
6. Harrington (D)	R	R	R	R	NV	R	R	R	R	R	R
7. Macdonald (D)	R	NV	R	R	NV	R	W	R	NV	R	R
8. O'Neill (D)	R	R	R	R	R	R	R	R	R	R	NV
9. Moakley (D)	R	R	R	R	R	R	W	R	R	R	W
10. Heckler (R)	R	R	R	R	R	NV	NV	NV	R	R	R
11. Burke (D)	R	R	R	R	R	R	W	R	R	R	W
12. Studds (D)	R	R	R	R	R	R	R	R	R	R	R
MICHIGAN											
1. Conyers (D)	R	NV	R	R	R	R	R	NV	R	R	W
2. Esch (R)	R	R	R	W	NV	W	W	R	R	R	W
3. Brown (R)	NV	R	W	W	NV	W	R	R	R	W	R
4. Hutchinson (R)	W	W	W	W	W	W	W	R	W	W	W
5. Vander Veen (D)	–	–	–	–	–	R	R	R	R	R	NV
6. Chamberlain (R)	W	W	NV	W	R	W	W	R	R	W	R
7. Riegle (D)	R	R	NV	R	R	R	R	R	R	R	R
8. Traxler (D)	–	–	–	–	–	–	–	–	R	R	R
9. Vander Jagt (R)	R	W	W	R	W	W	W	R	R	W	R
10. Cederberg (R)	W	W	W	W	W	NV	NV	NV	R	W	R
11. Ruppe (R)	R	W	W	R	R	R	R	R	R	W	R
12. O'Hara (D)	R	R	R	R	R	R	W	R	R	R	W
13. Diggs (D)	R	R	R	R	R	R	R	R	NV	NV	NV
14. Nedzi (D)	R	R	R	R	R	R	W	R	R	R	W
15. W. Ford (D)	R	R	R	R	R	R	W	R	R	R	W
16. Dingell (D)	R	R	R	R	W	R	W	R	R	R	W
17. Griffiths (D)	R	R	R	R	R	R	W	R	NV	R	NV
18. Huber (R)	W	W	W	W	W	W	W	W	W	W	W
19. Broomfield (R)	W	W	W	R	R	W	W	W	R	W	R

93rd Congress (1973/74)

DID YOUR CONGRESSMAN SUPPORT EDUCATION

Legislative Report C

	1	2	3	4	5	6	7	8	9	10	11
20. Findley (R)	W	W	NV	W	W	W	R	R	R	W	R
21. Madigan (R)	W	R	NV	W	W	R	R	R	R	W	R
22. Shipley (D)	R	R	NV	R	NV	R	W	R	R	R	R
23. Price (D)	R	R	R	R	R	R	R	R	R	R	R
24. Gray (D)	R	NV	R	R	R	NV	NV	R	R	NV	R
INDIANA											
1. Madden (D)	R	R	R	R	R	R	R	R	R	R	R
2. Landgrebe (R)	W	W	NV	W	W	W	W	W	W	W	W
3. Brademas (D)	R	R	R	R	R	R	R	R	R	R	R
4. Roush (D)	R	R	R	R	R	R	R	R	R	R	R
5. Hillis (R)	R	W	W	W	R	R	W	R	R	W	R
6. Bray (R)	W	W	W	W	W	R	W	R	R	W	R
7. Myers (R)	W	W	W	W	NV	R	W	R	R	W	R
8. Zion (R)	W	W	W	W	W	R	W	W	R	W	R
9. Hamilton (D)	R	R	R	R	R	R	R	R	R	R	R
10. Dennis (R)	W	W	W	W	W	W	W	W	W	W	R
11. Hudnut (R)	W	W	W	W	W	R	W	R	R	W	R
IOWA											
1. Mezvinsky (D)	R	R	R	R	R	R	R	R	R	R	R
2. Culver (D)	R	R	R	R	R	W	R	R	R	R	NV
3. Gross (R)	W	W	W	W	W	W	W	W	W	W	W
4. Smith (D)	R	R	R	R	R	W	R	R	R	R	R
5. Scherle (R)	R	W	W	W	W	W	W	W	R	W	R
6. Mayne (R)	W	W	W	W	R	W	R	R	W	W	R
KANSAS											
1. Sebelius (R)	W	W	W	W	W	W	W	W	R	W	R
2. Roy (D)	R	R	R	R	R	R	W	R	R	R	R
3. Winn (R)	W	R	NV	R	R	W	W	W	R	W	R
4. Shriver (R)	W	W	W	R	NV	NV	NV	NV	R	W	R
5. Skubitz (R)	W	NV	W	W	W	R	W	R	R	W	R
KENTUCKY											
1. Stubblefield (D)	R	R	R	R	R	R	W	R	NV	NV	W
2. Natcher (D)	R	R	R	R	R	R	W	R	R	R	R
3. Mazzoli (D)	R	R	R	R	R	W	W	R	R	R	R
4. Snyder (R)	W	W	W	W	R	R	W	W	R	W	W
5. Carter (R)	R	R	W	R	R	R	W	R	R	W	NV
6. Breckinridge (D)	R	R	R	R	R	R	R	R	R	R	R
7. Perkins (D)	R	R	R	R	R	R	R	R	R	R	R
LOUISIANA											
1. Hebert (D)	R	NV	NV	R	NV	R	W	W	W	W	W
2. (Mrs.) Boggs (D)	–	R	R	R	R	R	R	R	R	W	R
3. Treen (R)	W	W	W	W	W	W	W	W	NV	W	W
4. Waggonner (D)	W	W	W	R	W	R	W	W	R	W	W
5. Passman (D)	NV	W	W	R	R	R	W	R	R	W	W
6. Rarick (D)	W	W	W	W	W	W	W	W	W	NV	W
7. Breaux (D)	NV	NV	R	R	W	R	W	R	R	W	R
8. Long (D)	NV	R	R	W	R	R	W	R	R	R	R
MAINE											
1. Kyros (D)	NV	R	R	R	R	R	R	R	R	R	R
2. Cohen (R)	R	W	W	W	W	R	R	R	R	W	R
MARYLAND											
1. Bauman (R)	–	–	–	W	W	R	W	W	R	W	W
2. Long (D)	R	W	R	R	R	W	W	R	R	R	R
3. Sarbanes (D)	R	R	R	R	R	R	W	R	R	R	R
4. Holt (R)	W	W	W	W	W	R	W	W	R	W	W
5. Hogan (R)	R	W	W	W	R	R	W	W	R	W	R
6. Byron (D)	W	W	R	R	W	R	W	W	R	W	R
7. Mitchell (D)	R	R	R	R	R	NV	NV	NV	R	R	R
8. Gude (R)	R	R	R	R	R	R	R	R	R	R	R
MASSACHUSETTS											
1. Conte (R)	R	W	W	W	R	R	R	R	R	R	NV
2. Boland (D)	R	R	R	R	R	R	R	R	R	R	R
3. Donohue (D)	R	R	R	R	R	R	R	R	R	R	R
4. Drinan (D)	R	R	R	R	R	R	R	R	R	R	R
5. Cronin (R)	W	R	W	R	R	R	W	R	R	R	R
6. Harrington (D)	R	R	R	R	NV	R	R	R	R	R	R
7. Macdonald (D)	R	NV	R	R	NV	R	W	R	NV	R	R
8. O'Neill (D)	R	R	R	R	R	R	R	R	R	R	NV
9. Moakley (D)	R	R	R	R	R	R	W	R	R	R	W
10. Heckler (R)	R	R	R	R	R	NV	NV	NV	R	R	R
11. Burke (D)	R	R	R	R	R	R	W	R	R	R	W
12. Studds (D)	R	R	R	R	R	R	R	R	R	R	R
MICHIGAN											
1. Conyers (D)	R	NV	R	R	R	R	R	NV	R	R	W
2. Esch (R)	R	R	R	W	NV	W	W	R	R	R	W
3. Brown (R)	NV	R	W	W	NV	W	R	R	R	W	R
4. Hutchinson (R)	W	W	W	W	W	W	W	R	W	W	W
5. Vander Veen (D)	–	–	–	–	–	R	R	R	R	R	NV
6. Chamberlain (R)	W	W	NV	W	R	W	W	R	R	W	R
7. Riegle (D)	R	R	NV	R	R	R	R	R	R	W	R
8. Traxler (D)	–	–	–	–	–	–	–	–	R	R	R
9. Vander Jagt (R)	R	W	W	R	W	W	W	R	R	W	R
10. Cederberg (R)	W	W	W	W	W	NV	NV	NV	R	W	R
11. Ruppe (R)	R	W	W	R	R	R	R	R	R	W	R
12. O'Hara (D)	R	R	R	R	R	R	W	R	R	R	W
13. Diggs (D)	R	R	R	R	R	R	R	R	NV	NV	NV
14. Nedzi (D)	R	R	R	R	R	R	W	R	R	R	W
15. W. Ford (D)	R	R	R	R	R	R	W	R	R	R	W
16. Dingell (D)	R	R	R	R	W	R	W	R	R	R	W
17. Griffiths (D)	R	R	R	R	R	R	W	R	NV	R	NV
18. Huber (R)	W	W	W	W	W	W	W	W	W	W	W
19. Broomfield (R)	W	W	W	R	R	W	W	W	R	W	R

	1	2	3	4	5	6	7	8	9	10	11
MINNESOTA											
1. Quie (R)	R	W	W	W	R	W	R	R	R	W	R
2. Nelsen (R)	NV	W	W	W	R	W	R	R	R	W	R
3. Frenzel (R)	R	W	W	R	R	NV	NV	NV	R	R	R
4. Karth (D)	R	R	R	R	R	R	R	R	R	R	R
5. Fraser (D)	R	NV	R	R	R	R	R	R	R	R	R
6. Zwach (R)	R	W	W	W	R	W	R	R	W	W	R
7. Bergland (D)	R	R	R	R	R	W	R	R	R	R	R
8. Blatnik (D)	NV	NV	R	R	NV	NV	NV	NV	NV	NV	R
MISSISSIPPI											
1. Whitten (D)	W	R	W	R	R	R	W	W	W	W	W
2. Bowen (D)	NV	W	R	R	R	R	W	W	W	W	R
3. Montgomery (D)	W	W	W	W	W	R	W	W	W	W	W
4. Cochran (R)	W	W	W	W	W	R	W	W	W	W	W
5. Lott (R)	W	W	W	W	W	R	W	W	W	W	W
MISSOURI											
1. Clay (D)	NV	R	NV	R	R	R	R	R	R	R	NV
2. Symington (D)	R	R	R	R	R	R	NV	R	R	NV	R
3. Sullivan (D)	R	R	R	R	NV	NV	NV	NV	R	R	R
4. Randall (D)	R	NV	R	R	R	R	W	R	R	R	R
5. Bolling (D)	R	R	R	R	NV	W	NV	W	R	R	R
6. Litton (D)	R	R	R	R	R	R	W	R	R	R	R
7. Taylor (R)	W	W	W	W	W	W	W	W	W	W	R
8. Ichord (D)	W	W	R	W	W	R	W	R	R	W	R
9. Hungate (D)	R	R	R	R	W	R	R	R	R	R	R
10. Burlison (D)	W	R	R	R	R	W	W	R	R	R	R
MONTANA											
1. Shoup (R)	W	W	W	NV	R	R	W	R	R	W	R
2. Melcher (D)	R	R	R	R	R	R	R	R	R	R	R
NEBRASKA											
1. Thone (R)	W	W	W	R	R	R	R	R	R	W	R
2. McCollister (R)	W	W	W	W	R	R	W	R	R	W	R
3. Martin (R)	W	W	W	W	W	W	W	W	R	W	W
NEVADA											
AL Towell (R)	R	W	W	W	R	R	W	R	R	W	R
NEW HAMPSHIRE											
1. Wyman (R)	W	W	W	W	R	R	W	R	R	W	R
2. Cleveland (R)	R	W	W	W	R	R	W	R	R	W	R
NEW JERSEY											
1. Hunt (R)	W	W	W	W	W	R	W	NV	R	W	R
2. Sandman (R)	W	W	W	NV	NV	W	W	R	NV	W	W
3. Howard (D)	NV	R	R	R	R	R	R	R	R	R	R
4. Thompson (D)	R	NV	R	R	R	R	R	R	R	R	R
5. Frelinghuysen (R)	W	W	W	W	W	W	R	R	NV	W	R
6. Forsythe (R)	R	W	W	W	R	W	W	R	R	W	R
7. Widnall (R)	W	R	W	R	W	W	W	R	R	W	R
8. Roe (D)	R	R	NV	R	R	R	W	R	R	R	R
9. Helstoski (D)	R	R	R	R	R	R	W	R	NV	NV	R
10. Rodino (D)	R	R	R	R	R	R	R	R	R	R	R
11. Minish (D)	R	R	R	R	R	R	W	R	R	R	R
12. Rinaldo (R)	W	R	W	R	R	R	W	R	R	R	R
13. Maraziti (R)	W	R	W	R	W	R	W	R	R	R	R
14. Daniels (D)	R	R	R	R	R	R	W	R	R	R	R
15. Patten (D)	R	R	R	R	R	R	W	W	R	R	R
NEW MEXICO											
1. Lujan (R)	W	W	W	NV	W	W	W	W	NV	NV	R
2. Runnels (D)	W	R	W	NV	R	R	R	R	W	R	R
NEW YORK											
1. Pike (D)	R	R	R	R	R	R	R	R	R	R	R
2. Grover (R)	W	W	W	R	NV	R	W	R	R	W	R
3. Roncallo (R)	W	W	W	R	W	R	W	R	NV	NV	R
4. Lent (R)	W	W	W	R	W	W	W	R	R	R	R
5. Wydler (R)	W	W	W	R	W	W	W	R	NV	W	R
6. Wolff (D)	R	R	R	R	R	W	R	R	R	R	R
7. Addabbo (D)	R	R	R	R	R	R	R	R	R	R	R
8. Rosenthal (D)	R	R	R	R	R	W	R	R	R	R	R
9. Delaney (D)	R	R	R	R	R	R	W	R	R	R	R
10. Biaggi (D)	NV	R	R	NV	R	W	W	NV	R	W	W
11. Brasco (D)	NV	NV	R	R	R	R	R	R	R	R	NV
12. Chisholm (D)	NV	R	R	R	R	R	R	R	R	NV	NV
13. Podell (D)	R	R	R	R	R	R	R	R	R	R	R
14. Rooney (D)	NV	NV	R	NV	NV	NV	NV	NV	NV	NV	NV
15. Carey (D)	R	NV	R	NV	R	NV	NV	NV	NV	NV	NV
16. Holtzman (D)	R	R	R	R	R	W	R	R	R	R	R
17. Murphy (D)	R	NV	R	R	R	R	R	NV	R	R	R
18. Koch (D)	NV	R	R	R	R	R	R	R	R	R	R
19. Rangel (D)	R	R	R	R	R	R	R	R	R	R	R
20. Abzug (D)	R	R	R	R	R	R	R	R	R	R	R
21. Badillo (D)	NV	NV	NV	R	R	R	R	R	R	R	R
22. Bingham (D)	R	R	R	R	R	R	R	R	R	R	R
23. Peyser (R)	R	R	W	R	R	R	W	R	R	W	R
24. Reid (D)	R	R	R	R	NV	R	R	R	NV	R	R
25. Fish (R)	R	W	W	R	R	W	R	R	R	W	R
26. Gilman (R)	W	W	W	R	W	R	W	R	R	W	R
27. Robison (R)	W	W	W	W	R	W	R	R	R	W	R
28. Stratton (D)	R	R	W	NV	R	R	R	R	R	R	R
29. King (R)	NV	NV	NV	W	R	R	W	W	R	W	R
30. McEwen (R)	NV	W	W	NV	W	W	R	R	R	W	R
31. Mitchell (R)	W	W	W	R	R	R	W	R	R	W	R
32. Hanley (D)	R	R	R	R	R	R	W	R	R	R	R
33. Walsh (R)	W	W	W	R	W	R	W	R	R	W	R
34. Horton (R)	W	R	W	R	R	W	R	R	NV	W	R

	1	2	3	4	5	6	7	8	9	10	11
35. Conable (R)	W	NV	W	W	W	W	R	R	R	W	R
36. Smith (R)	W	W	W	W	W	W	R	R	W	W	R
37. Dulski (D)	R	R	R	R	R	R	W	R	R	R	R
38. Kemp (R)	R	W	W	W	R	W	W	R	R	R	R
39. Hastings (R)	R	W	W	R	NV	NV	R	R	R	W	R
NORTH CAROLINA											
1. Jones (D)	W	W	R	R	W	R	W	W	NV	W	R
2. Fountain (D)	W	W	W	R	W	W	W	W	R	W	R
3. Henderson (D)	W	NV	W	R	W	R	W	W	R	W	R
4. Andrews (D)	W	W	R	R	NV	R	W	R	R	NV	R
5. Mizell (R)	W	W	W	R	R	W	W	W	R	W	W
6. Preyer (D)	W	R	R	R	R	R	R	R	R	W	R
7. Rose (D)	W	W	R	R	W	R	R	R	NV	R	R
8. Ruth (R)	W	W	W	R	W	W	W	W	R	W	W
9. Martin (R)	W	W	W	W	R	W	R	W	R	W	W
10. Broyhill (R)	W	W	W	R	R	W	R	W	R	W	W
11. Taylor (D)	W	W	W	R	R	W	W	W	R	W	R
NORTH DAKOTA											
AL Andrews (R)	W	W	W	R	R	R	W	R	R	R	R
OHIO											
1. Luken (D)	–	–	–	–	–	W	W	R	R	R	R
2. Clancy (R)	W	W	W	W	W	W	W	R	R	W	W
3. Whalen (R)	R	R	R	R	R	R	R	R	R	R	R
4. Guyer (R)	W	W	W	NV	W	R	W	R	R	W	R
5. Latta (R)	W	W	W	R	W	W	W	W	R	W	W
6. Harsha (R)	W	W	W	W	W	R	W	R	R	NV	R
7. Brown (R)	W	W	W	W	NV	R	R	R	R	W	R
8. Powell (R)	W	W	W	R	W	W	W	NV	R	W	R
9. Ashley (D)	NV	R	R	R	R	W	R	R	R	R	R
10. Miller (R)	W	W	W	W	W	W	W	R	R	W	R
11. W. Stanton (R)	W	W	W	R	R	R	R	R	R	W	R
12. Devine (R)	W	W	W	W	W	W	W	W	R	W	W
13. Mosher (R)	R	W	R	R	R	R	R	R	R	R	R
14. Seiberling (D)	R	R	R	R	R	W	R	R	R	R	R
15. Wylie (R)	W	R	W	R	W	R	W	R	R	W	R
16. Regula (R)	W	W	W	W	R	W	W	R	R	W	R
17. Ashbrook (R)	W	NV	W	W	W	R	W	W	R	W	W
18. Hays (D)	R	R	R	NV	R	R	W	R	R	R	R
19. Carney (D)	R	R	R	R	R	R	R	R	NV	NV	R
20. J. Stanton (D)	R	R	R	R	R	W	W	R	NV	R	R
21. Stokes (D)	R	R	R	R	R	R	R	R	NV	NV	R
22. Vanik (D)	R	R	R	R	R	W	W	R	R	R	R
23. Minshall (R)	W	W	W	W	R	NV	W	W	W	W	R
OKLAHOMA											
1. Jones (D)	R	R	R	W	R	R	W	R	R	R	R
2. McSpadden (D)	R	R	NV	NV	R	R	R	R	R	R	NV
3. Albert (D)	–	–	R	–	–	–	–	–	–	–	–
4. Steed (D)	W	R	R	R	R	R	W	R	R	W	W
5. Jarman (D)	W	W	W	W	R	R	W	W	R	W	W
6. Camp (R)	NV	NV	NV	W	W	R	W	W	W	W	W
OREGON											
1. Wyatt (R)	R	W	W	W	R	W	W	NV	R	W	R
2. Ullman (D)	R	R	W	R	R	W	R	R	R	R	R
3. Green (D)	W	NV	W	W	NV	W	W	W	NV	W	NV
4. Dellenback (R)	R	W	W	W	R	W	R	R	R	W	R
PENNSYLVANIA											
1. Barrett (D)	R	R	R	R	R	R	R	R	R	R	R
2. Nix (D)	R	R	R	R	R	R	R	R	NV	NV	R
3. Green (D)	R	R	R	R	R	R	R	R	R	R	R
4. Eilberg (D)	R	R	R	R	R	R	W	R	R	R	NV
5. Ware (R)	W	W	W	W	R	W	R	W	R	W	W
6. Yatron (D)	R	R	R	R	R	R	W	R	R	R	R
7. Williams (R)	W	W	W	W	W	NV	NV	NV	R	NV	R
8. Biester (R)	R	R	W	R	R	R	R	R	R	R	R
9. Shuster (R)	W	W	W	W	W	R	W	R	R	W	W
10. McDade (R)	R	W	W	R	R	R	R	R	R	W	R
11. Flood (D)	R	R	R	R	R	R	R	R	R	R	R
12. Murtha (D)	–	–	–	–	–	R	W	R	R	R	R
13. Coughlin (R)	W	W	W	R	NV	R	R	R	R	R	R
14. Moorhead (D)	R	R	R	R	R	R	W	R	R	R	R
15. Rooney (D)	R	R	R	R	R	R	W	R	R	W	R
16. Eshleman (R)	R	W	W	R	W	W	W	R	R	W	R
17. Schneebeli (R)	NV	W	W	W	W	W	W	R	R	W	R
18. Heinz (R)	R	R	W	R	W	W	R	R	R	R	R
19. Goodling (R)	W	W	W	W	W	W	W	W	W	W	W
20. Gaydos (D)	R	R	R	R	R	R	W	R	R	R	R
21. Dent (D)	R	R	R	R	R	R	R	R	R	R	R
22. Morgan (D)	R	NV	R	R	R	R	R	R	NV	NV	R
23. Johnson (R)	W	W	NV	R	NV	R	W	R	NV	NV	R
24. Vigorito (D)	R	R	R	R	W	W	W	R	R	R	R
25. Clark (D)	R	R	R	R	R	R	W	R	R	R	R
RHODE ISLAND											
1. St. Germain (D)	R	R	R	NV	NV	R	W	R	R	R	R
2. Tiernan (D)	R	R	R	NV	R	R	W	R	R	R	NV
SOUTH CAROLINA											
1. Davis (D)	R	R	R	NV	R	R	R	R	R	R	R
2. Spence (R)	W	W	W	W	W	R	W	W	R	W	W
3. Dorn (D)	NV	W	R	R	W	NV	R	R	NV	NV	R
4. Mann (D)	W	W	W	R	R	W	R	R	R	W	R
5. Gettys (D)	W	R	R	R	NV	R	W	R	R	W	W
6. Young (R)	W	W	W	W	W	R	W	W	R	W	W
SOUTH DAKOTA											
1. Denholm (D)	R	R	R	R	R	R	W	R	R	R	R

Vote

973/74)
GRESSMAN SUPPORT EDUCATION?
tive Report Card

	1	2	3	4	5	6	7	8	9	10	11
MINNESOTA											
1. Quie (R)	R	W	W	W	R	W	R	R	R	W	R
2. Nelsen (R)	NV	W	W	W	R	W	R	R	R	W	R
3. Frenzel (R)	R	W	W	R	R	NV	NV	NV	R	R	R
4. Karth (D)	R	R	R	R	R	R	R	R	R	R	R
5. Fraser (D)	R	NV	R	R	R	R	R	R	R	R	R
6. Zwach (R)	R	W	W	W	R	W	R	R	W	W	R
7. Bergland (D)	R	R	R	R	R	W	R	R	R	R	R
8. Blatnik (D)	NV	NV	R	R	NV	NV	NV	NV	NV	NV	R
MISSISSIPPI											
1. Whitten (D)	W	R	W	R	R	R	W	W	W	W	W
2. Bowen (D)	NV	W	R	R	R	R	W	W	W	W	R
3. Montgomery (D)	W	W	W	W	W	R	W	W	W	W	W
4. Cochran (R)	W	W	W	W	W	R	W	W	W	W	W
5. Lott (R)	W	W	W	W	W	R	W	W	W	W	W
MISSOURI											
1. Clay (D)	NV	R	NV	R	R	R	R	R	R	R	NV
2. Symington (D)	R	R	R	R	R	R	NV	R	R	NV	R
3. Sullivan (D)	R	R	R	R	NV	NV	NV	NV	R	R	R
4. Randall (D)	R	NV	R	R	R	R	W	R	R	R	R
5. Bolling (D)	R	R	R	R	NV	W	NV	W	R	R	R
6. Litton (D)	R	R	R	R	R	R	W	R	R	R	R
7. Taylor (R)	W	W	W	W	W	W	W	W	W	W	R
8. Ichord (D)	W	W	R	W	W	R	W	R	R	W	R
9. Hungate (D)	R	R	R	R	W	R	R	R	R	R	R
10. Burlison (D)	W	R	R	R	R	W	W	R	R	R	R
MONTANA											
1. Shoup (R)	W	W	W	NV	R	R	W	R	R	W	R
2. Melcher (D)	R	R	R	R	R	R	R	R	R	R	R
NEBRASKA											
1. Thone (R)	W	W	W	R	R	R	R	R	R	W	R
2. McCollister (R)	W	W	W	W	R	R	W	R	R	W	R
3. Martin (R)	W	W	W	W	W	W	W	W	R	W	W
NEVADA											
AL Towell (R)	R	W	W	W	R	R	W	R	R	W	R
NEW HAMPSHIRE											
1. Wyman (R)	W	W	W	W	R	R	W	R	R	W	R
2. Cleveland (R)	R	W	W	W	R	R	W	R	R	W	R
NEW JERSEY											
1. Hunt (R)	W	W	W	W	W	R	W	NV	R	W	R
2. Sandman (R)	W	W	W	NV	NV	W	W	R	NV	W	W
3. Howard (D)	NV	R	R	R	R	R	R	R	R	R	R
4. Thompson (D)	R	NV	R	R	R	R	R	R	R	R	R
5. Frelinghuysen (R)	W	W	W	W	W	W	R	R	NV	W	R
6. Forsythe (R)	R	W	W	W	R	W	W	R	R	W	R
7. Widnall (R)	W	R	W	R	W	W	W	R	R	W	R
8. Roe (D)	R	R	NV	R	R	R	W	R	R	R	R
9. Helstoski (D)	R	R	R	R	R	R	W	R	NV	NV	R
10. Rodino (D)	R	R	R	R	R	R	R	R	R	R	R
11. Minish (D)	R	R	R	R	R	R	W	R	R	R	R
12. Rinaldo (R)	W	R	W	R	R	R	W	R	R	R	R
13. Maraziti (R)	W	R	W	R	W	R	W	R	R	R	R
14. Daniels (D)	R	R	R	R	R	R	W	R	R	R	R
15. Patten (D)	R	R	R	R	R	W	W	R	R	R	R
NEW MEXICO											
1. Lujan (R)	W	W	W	NV	W	W	W	W	NV	NV	R
2. Runnels (D)	W	R	W	NV	R	R	R	R	W	R	R
NEW YORK											
1. Pike (D)	R	R	R	R	R	R	R	R	R	R	R
2. Grover (R)	W	W	W	R	NV	R	W	R	R	W	R
3. Roncallo (R)	W	W	W	R	W	R	W	R	NV	NV	R
4. Lent (R)	W	W	W	R	W	W	W	R	R	R	R
5. Wydler (R)	W	W	W	R	W	W	W	R	NV	W	R
6. Wolff (D)	R	R	R	R	R	W	R	R	R	R	R
7. Addabbo (D)	R	R	R	R	R	R	R	R	R	R	R
8. Rosenthal (D)	R	R	R	R	R	W	R	R	R	R	R
9. Delaney (D)	R	R	R	R	R	R	W	R	R	R	R
10. Biaggi (D)	NV	R	R	NV	R	W	W	NV	R	W	W
11. Brasco (D)	NV	NV	R	R	R	R	R	R	R	R	NV
12. Chisholm (D)	NV	R	R	R	R	R	R	R	R	NV	NV
13. Podell (D)	R	R	R	R	R	R	R	R	R	R	R
14. Rooney (D)	NV	NV	R	NV	NV	NV	NV	NV	NV	NV	NV
15. Carey (D)	R	NV	R	NV	R	NV	NV	NV	NV	NV	NV
16. Holtzman (D)	R	R	R	R	R	W	R	R	R	R	R
17. Murphy (D)	R	NV	R	R	R	R	R	NV	R	R	R
18. Koch (D)	NV	R	R	R	R	R	R	R	R	R	R
19. Rangel (D)	R	R	R	R	R	R	R	R	R	R	R
20. Abzug (D)	R	R	R	R	R	R	R	R	R	R	R
21. Badillo (D)	NV	NV	NV	R	R	R	R	R	R	R	R
22. Bingham (D)	R	R	R	R	R	R	R	R	R	R	R
23. Peyser (R)	R	R	W	R	R	R	W	R	R	W	R
24. Reid (D)	R	R	R	R	NV	R	R	R	NV	R	R
25. Fish (R)	R	W	W	R	R	W	R	R	R	W	R
26. Gilman (R)	W	W	W	R	W	R	W	R	R	W	R
27. Robison (R)	W	W	W	W	R	W	R	R	R	W	R
28. Stratton (D)	R	R	W	NV	R	R	R	R	R	R	R
29. King (R)	NV	NV	NV	W	R	R	W	W	R	W	R
30. McEwen (R)	NV	W	W	NV	W	W	R	R	R	W	R
31. Mitchell (R)	W	W	W	R	R	R	W	R	R	W	R
32. Hanley (D)	R	R	R	R	R	R	W	R	R	R	R
33. Walsh (R)	W	W	W	R	W	R	W	R	R	W	R
34. Horton (R)	W	R	W	R	R	W	R	R	NV	W	R
35. Conable (R)	W	NV	W	W	W	W	R	R	R	W	R
36. Smith (R)	W	W	W	W	W	W	R	R	W	W	R
37. Dulski (D)	R	R	R	R	R	R	W	R	R	R	R
38. Kemp (R)	R	W	W	W	R	W	W	R	R	R	R
39. Hastings (R)	R	W	W	R	NV	NV	R	R	R	W	R
NORTH CAROLINA											
1. Jones (D)	W	W	R	R	W	R	W	W	NV	W	R
2. Fountain (D)	W	W	W	R	W	W	W	W	R	W	R
3. Henderson (D)	W	NV	W	R	W	R	W	W	R	W	R
4. Andrews (D)	W	W	R	R	NV	R	W	R	R	NV	R
5. Mizell (R)	W	W	W	R	R	W	W	W	R	W	W
6. Preyer (D)	W	R	R	R	R	R	R	R	R	W	R
7. Rose (D)	W	W	R	R	W	R	R	R	NV	R	R
8. Ruth (R)	W	W	W	R	W	W	W	W	R	W	W
9. Martin (R)	W	W	W	W	R	W	R	W	R	W	W
10. Broyhill (R)	W	W	W	R	R	W	R	W	R	W	W
11. Taylor (D)	W	W	W	R	R	W	W	W	R	W	R
NORTH DAKOTA											
AL Andrews (R)	W	W	W	R	R	R	W	R	R	R	R
OHIO											
1. Luken (D)	–	–	–	–	–	W	W	R	R	R	R
2. Clancy (R)	W	W	W	W	W	W	W	R	R	W	W
3. Whalen (R)	R	R	R	R	R	R	R	R	R	R	R
4. Guyer (R)	W	W	W	NV	W	R	W	R	R	W	R
5. Latta (R)	W	W	W	R	W	W	W	W	R	W	W
6. Harsha (R)	W	W	W	W	W	R	W	R	R	NV	R
7. Brown (R)	W	W	W	W	NV	R	R	R	R	W	R
8. Powell (R)	W	W	W	R	W	W	W	NV	R	W	R
9. Ashley (D)	NV	R	R	R	R	W	R	R	R	R	R
10. Miller (R)	W	W	W	W	W	W	W	R	R	W	R
11. W. Stanton (R)	W	W	W	R	R	R	R	R	R	W	R
12. Devine (R)	W	W	W	W	W	W	W	W	R	W	W
13. Mosher (R)	R	W	R	R	R	R	R	R	R	R	R
14. Seiberling (D)	R	R	R	R	R	W	R	R	R	R	R
15. Wylie (R)	W	R	W	R	W	R	W	R	R	W	R
16. Regula (R)	W	W	W	W	R	W	W	R	R	W	R
17. Ashbrook (R)	W	NV	W	W	W	R	W	W	R	W	W
18. Hays (D)	R	R	R	NV	R	R	W	R	R	R	R
19. Carney (D)	R	R	R	R	R	R	R	R	NV	NV	R
20. J. Stanton (D)	R	R	R	R	R	W	W	R	NV	R	R
21. Stokes (D)	R	R	R	R	R	R	R	R	NV	NV	R
22. Vanik (D)	R	R	R	R	R	W	W	R	R	R	R
23. Minshall (R)	W	W	W	W	R	NV	W	W	W	W	R
OKLAHOMA											
1. Jones (D)	R	R	R	W	R	R	W	R	R	R	R
2. McSpadden (D)	R	R	NV	NV	R	R	R	R	R	R	NV
3. Albert (D)	–	–	R	–	–	–	–	–	–	–	–
4. Steed (D)	W	R	R	R	R	R	W	R	R	W	W
5. Jarman (D)	W	W	W	W	R	R	W	W	R	W	W
6. Camp (R)	NV	NV	NV	W	W	R	W	W	W	W	W
OREGON											
1. Wyatt (R)	R	W	W	W	R	W	W	NV	R	W	R
2. Ullman (D)	R	R	W	R	R	W	R	R	R	R	R
3. Green (D)	W	NV	W	W	NV	W	W	W	NV	W	NV
4. Dellenback (R)	R	W	W	W	R	W	R	R	R	W	R
PENNSYLVANIA											
1. Barrett (D)	R	R	R	R	R	R	R	R	R	R	R
2. Nix (D)	R	R	R	R	R	R	R	R	NV	NV	R
3. Green (D)	R	R	R	R	R	R	R	R	R	R	R
4. Eilberg (D)	R	R	R	R	R	R	W	R	R	R	NV
5. Ware (R)	W	W	W	W	R	W	R	W	R	W	W
6. Yatron (D)	R	R	R	R	R	R	W	R	R	R	R
7. Williams (R)	W	W	W	W	W	NV	NV	NV	R	NV	R
8. Biester (R)	R	R	W	R	R	R	R	R	R	R	R
9. Shuster (R)	W	W	W	W	W	R	W	R	R	W	W
10. McDade (R)	R	W	W	R	R	R	R	R	R	W	R
11. Flood (D)	R	R	R	R	R	R	R	R	R	R	R
12. Murtha (D)	–	–	–	–	–	R	W	R	R	R	R
13. Coughlin (R)	W	W	W	R	NV	R	R	R	R	R	R
14. Moorhead (D)	R	R	R	R	R	W	R	R	R	R	R
15. Rooney (D)	R	R	R	R	R	R	W	R	R	W	R
16. Eshleman (R)	R	W	W	R	W	W	W	R	R	W	R
17. Schneebeli (R)	NV	W	W	W	W	W	W	R	R	W	R
18. Heinz (R)	R	R	W	R	W	W	R	R	R	R	R
19. Goodling (R)	W	W	W	W	W	W	W	W	W	W	W
20. Gaydos (D)	R	R	R	R	R	R	W	R	R	R	R
21. Dent (D)	R	R	R	R	R	R	R	R	R	R	R
22. Morgan (D)	R	NV	R	R	R	R	R	R	NV	NV	R
23. Johnson (R)	W	W	NV	R	NV	R	W	R	NV	NV	R
24. Vigorito (D)	R	R	R	R	W	W	W	R	R	R	R
25. Clark (D)	R	R	R	R	R	R	W	R	R	R	R
RHODE ISLAND											
1. St. Germain (D)	R	R	R	NV	NV	R	W	R	R	R	R
2. Tiernan (D)	R	R	R	NV	R	R	W	R	R	R	NV
SOUTH CAROLINA											
1. Davis (D)	R	R	R	NV	R	R	R	R	R	R	R
2. Spence (R)	W	W	W	W	W	R	W	W	R	W	W
3. Dorn (D)	NV	W	R	R	W	NV	R	R	NV	NV	R
4. Mann (D)	W	W	W	R	R	W	R	R	R	W	R
5. Gettys (D)	W	R	R	R	NV	R	W	R	R	W	W
6. Young (R)	W	W	W	W	W	R	W	W	R	W	W
SOUTH DAKOTA											
1. Denholm (D)	R	R	R	R	R	R	W	R	R	R	R
2. Abdnor (R)	W	W	W	R	W	R	W	W	R	W	R
TENNESSEE											
1. Quillen (R)	W	W	W	NV	W	R	W	R	R	W	R
2. Duncan (R)	W	W	W	R	W	R	W	W	R	W	R
3. Baker (R)	W	W	W	W	W	R	W	W	R	W	W
4. Evins (D)	R	NV	R	R	R	R	W	R	R	R	NV
5. Fulton (D)	R	R	R	R	R	NV	W	R	R	R	W
6. Beard (R)	W	W	W	R	W	R	W	W	R	W	W
7. Jones (D)	R	R	R	R	R	R	W	R	R	R	W
8. Kuykendall (R)	W	W	W	NV	W	R	W	W	R	W	W
TEXAS											
1. Patman (D)	R	R	NV	R	R	NV	NV	NV	NV	NV	W
2. Wilson (D)	R	R	R	R	R	W	W	R	R	R	R
3. Collins (R)	W	W	W	W	W	W	W	W	R	W	W
4. Roberts (D)	NV	W	R	R	R	W	W	R	R	W	R
5. Steelman (R)	W	W	W	W	R	W	W	W	R	W	W
6. Teague (D)	W	NV	NV	NV	W	NV	NV	NV	R	W	W
7. Archer (R)	W	W	W	W	W	W	W	W	R	W	W
8. Eckhardt (D)	R	R	R	R	R	R	R	R	R	R	R
9. Brooks (D)	R	R	R	R	R	NV	W	R	R	R	R
10. Pickle (D)	R	R	R	W	R	R	W	R	NV	NV	R
11. Poage (D)	W	R	R	R	W	R	W	W	W	NV	W
12. Wright (D)	NV	R	R	R	R	R	R	R	R	R	R
13. Price (R)	NV	NV	W	R	W	R	W	W	R	W	R
14. Young (D)	R	R	R	R	R	R	W	R	R	R	R
15. de la Garza (D)	R	R	R	R	W	R	R	R	R	R	NV
16. White (D)	R	R	R	R	R	R	W	R	R	W	R
17. Burleson (D)	W	W	W	R	W	R	W	W	W	W	R
18. Jordan (D)	R	R	R	R	R	R	R	R	R	R	R
19. Mahon (D)	W	R	W	R	R	R	W	R	W	R	W
20. Gonzalez (D)	R	R	R	R	W	R	R	R	R	R	R
21. Fisher (D)	W	NV	NV	W	W	R	W	W	R	W	R
22. Casey (D)	W	R	W	R	R	R	W	R	W	W	R
23. Kazen (D)	R	R	R	R	W	R	R	R	R	R	R
24. Milford (D)	W	W	NV	R	W	R	W	R	R	W	R
UTAH											
1. McKay (D)	R	R	R	W	NV	R	W	W	W	R	R
2. Owens (D)	R	R	R	W	R	R	R	R	R	R	R
VERMONT											
AL Mallary (R)	R	W	W	W	R	W	R	R	R	W	R
VIRGINIA											
1. Downing (D)	NV	W	W	R	W	R	W	W	R	W	W
2. Whitehurst (R)	W	W	W	W	W	R	W	W	R	W	W
3. Satterfield (D)	NV	W	W	W	W	W	W	W	W	W	W
4. R. Daniel (R)	W	W	W	W	W	R	W	W	R	W	W
5. D. Daniel (D)	W	W	W	R	W	W	W	W	W	W	W
6. Butler (R)	W	W	W	W	W	W	W	W	R	W	W
7. Robinson (R)	W	W	W	W	W	W	W	W	W	W	W
8. Parris (R)	W	W	W	W	W	R	W	W	R	W	R
9. Wampler (R)	W	W	W	R	W	R	W	R	R	W	W
10. Broyhill (R)	NV	W	W	W	W	R	W	W	R	W	R
WASHINGTON											
1. Pritchard (R)	R	W	W	W	W	R	R	R	R	R	R
2. Meeds (D)	R	R	R	R	R	W	R	R	R	R	R
3. Hansen (D)	R	R	R	R	NV	R	R	R	R	NV	NV
4. McCormack (D)	R	R	R	R	R	R	R	R	R	R	R
5. Foley (D)	R	R	R	R	R	R	R	R	R	R	R
6. Hicks (D)	R	R	R	R	R	R	R	R	R	R	R
7. Adams (D)	R	NV	R	R	R	R	R	R	R	R	R
WEST VIRGINIA											
1. Mollohan (D)	R	R	R	NV	R	R	R	R	R	R	R
2. Staggers (D)	R	R	R	R	R	R	R	NV	R	R	R
3. Slack (D)	R	R	R	R	R	W	W	R	R	R	R
4. Hechler (D)	R	R	R	R	R	W	R	R	R	R	R
WISCONSIN											
1. Aspin (D)	R	R	R	R	NV	W	R	R	R	R	R
2. Kastenmeier (D)	R	R	R	R	R	R	R	R	R	NV	R
3. Thomson (R)	W	R	W	R	W	W	W	R	R	W	R
4. Zablocki (D)	R	R	R	R	R	W	W	R	R	R	R
5. Reuss (D)	R	R	R	R	R	W	R	R	R	R	R
6. Steiger (R)	R	R	W	W	R	W	R	R	R	W	R
7. Obey (D)	R	R	R	R	R	W	R	R	R	R	R
8. Froehlich (R)	W	W	W	R	R	R	W	R	R	W	R
9. Davis (R)	W	W	W	W	W	W	W	W	R	W	R
WYOMING											
AL Roncalio (D)	R	R	R	R	R	R	R	R	R	R	R

Votes by Senators on next page

93rd Congress (1973/74)

Legislative Report Card

Continued from preceding page

SENATE

R = Right according to NEA position
W = Wrong according to NEA position
NV = Not voting

1. *Vocational Rehabilitation (S 7)* Motion to override President's veto of bill to extend programs. Roll Call No. 77, April 3, 1973. Failed, 60-36, falling short of required two-thirds majority. NEA supported.

2. *Voter Registration (S 352)* Motion to close debate on bill to administer voter registration for federal elections through the Postal Service. Roll Call. No. 126, May 9, 1973. Passed, 67-32. NEA supported.

3. *Impoundment Control (S 373)* Motion to pass Title I of bill to impose Congressional limitations on the power of the President to impound appropriated funds. Roll Call No. 133, May 10, 1973. Passed, 66-24. NEA supported.

4. *School Lunch (HR 9639)* Motion to pass Humphrey amendment to increase federal subsidies for school lunches from 8¢ to 12¢. Roll Call No. 410, Sept. 24, 1973. Passed, 52-34. NEA supported.

5. *Labor-HEW Appropriations (HR 8877)* Motion to pass bill appropriating Fiscal 1974 funds for Departments of Labor and Health, Education, and Welfare. Roll Call No. 461, October 4, 1973. Passed, 79-9. NEA supported.

6. *ESEA Extension (HR 69 Conference Report)* Motion to recommit HR 69 to conference. Roll Call No. 328, July 24, 1974. Rejected, 42-55. NEA opposed.

7. *ESEA Extension (HR 69 Conference Report)* Motion to adopt the conference report. Roll Call No. 329, July 24, 1974. Agreed to, 81-15. NEA supported.

8. *ESEA Extension (S 1539)* Motion to adopt section "B" of Buckley Amendment #1289 requiring, among other things, written parental consent prior to enrolling children in courses which the principal effect is to alter or affect personal behavior or personal values of a student. Roll Call No. 195, May 14, 1974. Failed, 40-43. NEA opposed.

9. *ESEA Extension (S 1539)* Motion to table the Gurney Amendment (same anti-busing as Esch on House side). Roll Call No. 198, May 15, 1974. Passed, 47-46. NEA supported.

The following educational issues would have been carried on the Senate votjng record, but action was taken by voice vote:

- Continuing Resolution FY 75 (amended by Senate)
- Indian Education (S 1017)
- School Lunch (HR 14354)

	1	2	3	4	5	6	7	8	9
ALABAMA									
Allen (D)	R	W	W	W	R	W	W	R	W
Sparkman (D)	R	W	R	W	R	W	NV	NV	W
ALASKA									
Gravel (D)	R	R	NV	NV	R	W	R	NV	NV
Stevens (R)	W	W	NV	R	R	R	R	R	R
ARIZONA									
Fannin (R)	NV	W	NV	W	W	W	W	W	W
Goldwater (R)	W	W	W	W	W	W	W	NV	NV
ARKANSAS									
Fulbright (D)	R	R	R	R	R	R	R	NV	NV
McClellan (D)	W	W	R	W	R	W	R	W	W
CALIFORNIA									
Cranston (D)	R	R	R	R	R	R	R	R	R
Tunney (D)	R	R	R	R	NV	R	R	R	R
COLORADO									
Haskell (D)	R	R	R	NV	R	W	R	R	W
Dominick (R)	W	W	W	W	NV	R	R	R	W
CONNECTICUT									
Ribicoff (D)	R	R	R	NV	R	R	R	R	R
Weicker (R)	R	W	R	R	R	R	R	W	R
DELAWARE									
Biden (D)	R	R	R	R	R	R	R	R	R
Roth (R)	W	W	W	W	R	W	W	W	W
FLORIDA									
Chiles (D)	R	R	R	NV	R	W	R	W	W
Gurney (R)	W	W	W	W	R	W	W	NV	W
GEORGIA									
Talmadge (D)	W	W	R	W	R	W	R	R	W
Nunn (D)	W	R	R	R	R	W	R	R	W
HAWAII									
Fong (R)	W	W	R	R	R	NV	NV	W	W
Inouye (D)	R	R	R	R	R	R	R	NV	NV
IDAHO									
Church (D)	R	R	R	R	R	R	R	W	R
McClure (R)	W	W	R	W	NV	W	R	W	W
ILLINOIS									
Percy (R)	R	R	R	R	NV	R	R	NV	NV
Stevenson (D)	R	R	R	R	R	R	R	R	R
INDIANA									
Hartke (D)	R	R	R	NV	NV	W	R	R	R
Bayh (D)	R	R	R	R	NV	R	R	R	R
IOWA									
Hughes (D)	R	R	NV	R	R	R	R	R	R
Clark (D)	R	R	R	R	R	R	R	R	R
KANSAS									
Pearson (R)	R	R	R	NV	NV	R	R	W	R
Dole (R)	W	W	W	W	R	W	R	W	W

	1	2	3	4	5	6	7	8	9
KENTUCKY									
Cook (R)	W	R	R	R	R	W	W	NV	W
Huddleston (D)	R	R	R	NV	NV	W	R	W	W
LOUISIANA									
Long (D)	R	R	R	NV	R	W	R	R	W
Johnston (D)	W	R	R	R	R	W	R	W	W
MAINE									
Muskie (D)	R	R	R	R	R	R	R	R	R
Hathaway (D)	R	R	R	R	R	R	R	R	R
MARYLAND									
Mathias (R)	R	R	R	R	R	R	R	R	R
Beall (R)	W	R	W	R	R	R	R	W	W
MASSACHUSETTS									
Kennedy (D)	R	R	R	R	R	R	R	R	R
Brooke (R)	NV	R	R	R	R	R	W	R	R
MICHIGAN									
Hart (D)	R	R	R	R	R	R	R	R	R
Griffin (R)	W	W	W	W	R	W	W	W	W
MINNESOTA									
Mondale (D)	R	R	R	R	R	R	R	R	R
Humphrey (D)	R	R	R	R	R	R	R	R	R
MISSISSIPPI									
Eastland (D)	NV	W	R	W	R	W	W	W	W
Stennis (D)	NV	NV	NV	W	W	W	W	W	W
MISSOURI									
Symington (D)	R	R	R	R	R	R	R	NV	R
Eagleton (D)	R	R	R	R	R	R	R	R	R
MONTANA									
Mansfield (D)	R	R	R	R	NV	R	R	W	R
Metcalf (D)	R	R	R	R	R	R	R	W	R
NEBRASKA									
Hruska (R)	W	W	W	W	R	W	R	W	W
Curtis (R)	W	W	NV	W	R	W	R	NV	W
NEVADA									
Bible (D)	R	R	NV	R	R	R	R	R	W
Cannon (D)	R	R	NV	R	R	R	R	R	W
NEW HAMPSHIRE									
Cotton (R)	W	W	NV	W	R	W	R	R	W
McIntyre (D)	R	R	R	W	R	R	R	R	R
NEW JERSEY									
Case (R)	R	R	R	R	R	R	R	R	R
Williams (D)	R	R	R	R	R	R	R	R	R
NEW MEXICO									
Montoya (D)	R	R	R	R	R	R	R	W	NV
Domenici (R)	W	W	W	W	R	R	R	W	W
NEW YORK									
Javits (R)	R	R	R	R	R	R	R	NV	R
Buckley (C-Rep.)	W	W	W	W	W	W	W	W	W
NORTH CAROLINA									
Ervin (D)	R	W	R	W	R	W	R	W	W
Helms (R)	W	W	W	W	W	W	W	W	W

	1	2	3	4	5	6	7	8	9
NORTH DAKOTA									
Young (R)	W	R	W	W	R	W	R	W	W
Burdick (D)	R	R	R	R	R	R	R	R	R
OHIO									
Metzenbaum (D)	–	–	–	–	–	R	R	R	R
Taft (R)	W	R	NV	NV	R	R	R	W	R
OKLAHOMA									
Bellmon (R)	W	R	R	NV	R	NV	NV	W	R
Bartlett (R)	W	W	W	W	R	W	R	W	W
OREGON									
Hatfield (R)	R	R	R	NV	R	R	R	R	R
Packwood (R)	W	R	R	R	R	NV	NV	NV	R
PENNSYLVANIA									
Scott (R)	W	W	W	W	NV	R	R	W	R
Schweiker (R)	R	R	R	R	R	R	R	R	W
RHODE ISLAND									
Pastore (D)	R	R	R	R	R	R	R	W	R
Pell (D)	R	R	R	R	R	R	R	R	R
SOUTH CAROLINA									
Thurmond (R)	W	W	W	W	W	W	R	W	W
Hollings (D)	R	R	R	R	R	W	R	NV	W
SOUTH DAKOTA									
McGovern (D)	R	R	R	R	R	R	R	R	R
Abourezk (D)	R	R	R	R	R	R	R	R	R
TENNESSEE									
Baker (R)	W	W	W	R	R	W	R	W	W
Brock (R)	W	R	W	W	NV	W	R	W	W
TEXAS									
Tower (R)	W	W	W	W	R	W	R	W	W
Bentsen (D)	R	R	R	R	R	W	R	NV	W
UTAH									
Bennett (R)	W	W	W	W	R	W	R	NV	W
Moss (D)	R	R	R	NV	R	R	R	NV	R
VERMONT									
Aiken (R)	R	R	R	NV	R	R	R	R	R
Stafford (R)	R	R	R	W	R	R	R	R	R
VIRGINIA									
Byrd (I)	W	W	W	W	W	W	W	W	W
Scott (R)	W	W	W	W	W	W	W	W	W
WASHINGTON									
Magnuson (D)	R	R	R	R	R	R	R	R	R
Jackson (D)	R	R	R	R	R	R	R	R	R
WEST VIRGINIA									
Randolph (D)	R	R	R	R	R	R	R	NV	R
Byrd (D)	R	R	R	R	R	W	R	W	W
WISCONSIN									
Proxmire (D)	R	R	R	R	R	W	R	W	W
Nelson (D)	R	R	R	R	R	R	R	W	R
WYOMING									
McGee (D)	R	R	R	NV	R	R	R	R	R
Hansen (R)	W	W	W	W	W	W	W	W	W

TEACHERS DEMAND EQUITY

(Continued from page 1)

Congressional Conference on Health, Education, Income Security, and Social Services, but also in the September 27-28 "Summit Conference" on the overall inflation issue.

In strong language and militant posture, Harris delivered the nation's teachers' viewpoint to the new White House administration. "The costs of inadequately educating our young people will span generations," he warned, citing reduced national income, lost government revenues, and increased crime and welfare burdens.

Emphasizing how society as a whole suffers when inflationary pressures on school budgets cause harsh cutbacks, Harris said NEA and its affiliates are stepping up their efforts to make both government and the public realize the devastating consequences of underfunding education.

"Social and Economic Suicide"

"Elementary and secondary education is an 'industry' that directly involves 23 percent of our population and has an impact on every one of us," Harris said. "To stifle it is worse than foolish . . . it is social and economic suicide. And we (NEA) are going to spearhead the greatest public outcry ever heard against any shortsighted, self-defeating (anti-inflationary) policy proposed by anyone."

"Unlike economic spokesmen," he said, "I can give you an iron-clad guarantee that cutting back education will bring reduced national income and lost government revenue at every level—funds that might have helped lessen deficits. Underfunding also guarantees increased crime, with all its varied attendant expenses; increased welfare rolls; and increased unemployment—with all these costs to be borne by a proportionately smaller segment of the population."

He warned White House conferees that "when we inadequately educate our potential producers and problem solvers of tomorrow, we pay at both ends: our national production goes down while our national expenses go up."

Harris said the people don't want a flashy, public relations response to inflation designed to distract their minds for a little while and take the heat off politicians. "No fully aware citizen is going to stand for anti-inflation gimmicks that chip away at the foundation of the country's productivity—education."

NEA Project on Educational Neglect

"NEA is going to make sure that the people *are* fully aware," he said. Referring to the NEA Project on Educational Neglect, he told President Ford that NEA is conducting on-site investigations in the inner cities and other areas where large numbers of students are shunted aside into poverty and crime because their schools lack the staff, materials, and facilities to educate them effectively.

"Through a February Conference on Educational Neglect and other measures, we are going to turn some hot lights on these shameful situations," Harris said.

Harris also pointed to the devastating blow dealt to teacher salaries as a direct result of inflation.

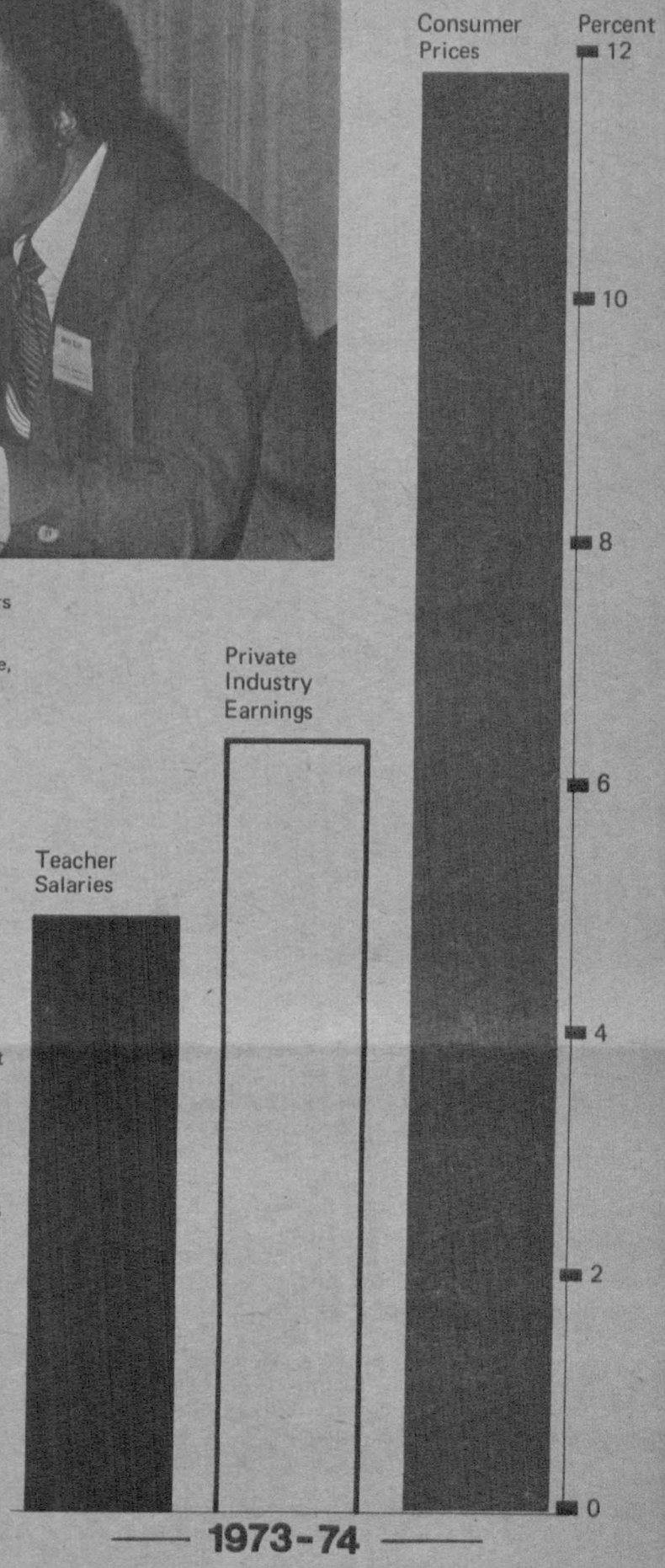
He noted that when inflation is accounted for, the average teacher salary increased a mere $13 a year since 1967 and that in 1973-74, teachers' real purchasing power dropped 4.5 percent. "This year, it is projected that teachers would have to gain at least a 15 percent wage boost just to keep their heads from going further under the inflationary waters," he said. "But, since teachers have historically lagged behind, even that hike would leave them far back in the ranks in the eternal 'catch-up' struggle."

Using 1967 as a base year, Harris pointed out that while the average per capita income increased 55.2 percent by 1973, average teacher salaries percent—an 11.4 percent gap.

Harris stressed that because of inflation, school districts are having to allot greater portions of their budgets to non-educational, non-human expenditures—as fuel, construction, power, and interest costs shoot up. "Between 1965 and 1973, the percentage of school district expenditures for teachers' salaries has dropped more than 10 points, from 64.9 to 54.8 percent. In just this past year, this has meant the redirection of nearly $4.8 billion in local budgets."

Harris told White House conferees that the redirection of local budgets has forced increased layoffs and unemployment for teachers. "Last year alone, an estimated 107,000 teacher graduates were denied the opportunity to teach the children who so desperately need them. Further, the best trained, most experienced teachers are being discriminated against because their expertise places them higher on salary schedules. Yet, in the vast majority of states, teachers are not eligible for unemployment benefits, and NEA continues also to urge a federal initiative toward equity for teachers in this respect. At the same time all this is occurring," he said, "we estimate that an additional 670,000 teachers are needed to reduce class size to minimally acceptable levels and improve program offerings. I ask those who discuss it so frequently, *what teacher surplus?*"

NEA President James Harris, speaking at an inflation meeting called by the White House, declares that teachers must not be forced to bear the brunt of anti-inflationary measures. Listening are Albert Quie (left), ranking minority member, House Education and Labor Committee, and John Ottina (center), HEW assistant secretary for administration and management.



NEA AFFILIATES SCORE BIG AGAINST INFLATION

Day after day, the gray clouds of inflation grow darker. Wholesale prices shot up another 3.9 percent in August. The wholesale price index now stands 17.8 percent above last year and has reached an overall level of 167.4—meaning that items costing $100 in 1967 cost $167.40 at the end of August.

If teacher salaries are to keep even with living costs, pay will have to rise at least 15 percent this year. Some NEA affiliates are negotiating increases this big and bigger.

Minnesota, Illinois, and Oregon teachers seem to be scoring the highest percentage gains so far. Because Minnesota teachers have been under two-year contracts, the Minnesota Education Association issued a "flat-out demand" for 20 percent increases this year to bring salary schedules up to date and is urging locals not to settle for less. Two settlements reported so far have been for 17.5 and 15.5 percent. MEA anticipates most settlements in this range but predicts larger locals will settle higher.

The Illinois Education Association reports settlements are coming in at 11 to 16 percent around the state. Nine associations in that state have won schedules with base pay above $9,000.

Salary increases of about 10 percent are the norm this year in Oregon, with increases in fringe benefits bringing the average gain up another $30 to $35 a month, the Oregon Education Association reports. The highest economic package increase so far is 19.2 percent at La Grande. Two locals, Coos Bay and Ashland, have also won enforceable class size provisions, which are expected to set important precedents.

Early settlements reported by other states vary, but those associations with packages including cost-of-living clauses appear to be the most successful.

How Teachers Cope with INFLATION

How are teachers coping with the strangling effects of inflation? Here, four teachers share their economic concerns.

SOUTH BURLINGTON, VT.—Eileen Hammon is beginning her third year as a fifth grade teacher at Central Elementary School here. Her salary was $6,900 last year. After taxes, her net pay was $168 every two weeks or $84 a week take-home pay. Out of this she had to pay $160 a month rent, $20 a week in groceries, about $15 a month for utilities and $110 a month for a car note.

"Fortunately the car is now paid for" she said. "I made the last payment in June. But since then, over the summer, the car has fallen apart. I spent over $400 on it, but it still needs major work. So I really don't have any choice, I've got to get another one to get back and forth to school. There is public transportation, but it's not convenient, I mean it's worse than not convenient," she said.

Hammond said she made as much money on a part-time job while she was in college as she did in her second year as a teacher.

"Before I began teaching full-time I was running a movie theater and I was working there quite often. Though I was putting in only about 20 hours a week, I was making as much money as I am teaching full-time. This summer, due to the increased cost-of-living, I had to work and I'm a nothing secretary . . . I mean I have no secretarial skills whatsoever. But I got this secretarial job through a friend and I was taking home *more* money as a secretary than I did all last year as a second-year teacher. I could have kept the secretarial job, but here I am back in the classroom. It's just more of an intellectual and creative challenge than being a secretary.

"You know that whole myth about to get a better job you need a better education, well, it's about time people realized that if you want to make more money, you might as well go into maintenance, or welding, plumbing, or a building trade. If, on the other hand, you're talking about something that suits you better, even if you have to struggle on an inadequate salary, then an education is fine. And teaching suits me, for the time being at least. However, I don't plan to stay in teaching for the rest of my life. Probably in about five years, I will go back to school and get another degree, but I doubt if it will be in education."

"It's sad to say," Hammond said, "but when you're teaching you give up 10 months of your life. You're at school at 7:30 in the morning, you don't get home until after five, and you still have three hours of work to do after you get home at night. Invariably there are meetings, you have weekend commitments that are teacher-related, so that you just don't have time for yourself. And if the school boards and the communities do not have enough respect for their teachers to, well . . . to treat them as professionals, to treat them as people who are putting in this much time, energy, and effort, then it really isn't worth your while to stay in.

"You know you can get only so much professional growth and feel so much pride in your work, and after that you kind of start feeling trampled upon."

MICHIGAN CITY, IND.—Luci Corwin is a sixth-grade teacher here. She is single and lives with her retired 70-year-old father and two brothers. She has a master's degree and more than 15 years teaching experience. She earned $13,250 last year.

Corwin says the salary she received during her first year of teaching ($4,700) went farther then her current salary does now. "At least then I could make ends meet," she said.

Though she said she does not support her family, she admitted to preparing the meals, buying the groceries, and paying a share of the monthly bills. Her biggest gripe is with the "inequitable tax burden" on her as a single person.

"I didn't begin to live with my father and brothers for economic reasons," she said, "but I don't think I would try living alone again. Taxes take a terribly big bite out of a single person's salary. Every week, $135.15 of my pay goes to federal and state taxes and social security. Usually, I teach summer school, but didn't this year because our house needed painting and I couldn't afford to have it painted. The paint alone costs $12.98 a gallon, so I'm painting it myself," the teacher said.

Even though the Corwins have a small farm and grow their own vegetables, it still costs them about $70 a week for groceries. "Though the house is paid for, the property taxes have gone sky-high. For example, taxes on a piece of property that we have with no buildings on it went up 600 percent in the past year. We're appealing to the state because we simply can't afford to pay those kind of taxes."

MONTGOMERY, ALA.—"Ours is a single-parent, single-income family," said Mary Marshall, mother of a college son, a senior high son, and a junior high son. "And with the boys running through groceries, jeans, and sneakers at a fast pace, coping with inflation isn't easy."

The Montgomery, Ala., junior high school math teacher noted that rising prices had, in her case, "totally absorbed" the $1,000 raise received by Alabama teachers last year.

"Not only is my weekly grocery bill some $15 to $18 more, the price hike in gasoline makes a big dent in the family budget," she said. "There is always someone to take to band practice, football, or basketball practice. I had hoped to buy a new car this year but see that won't be possible."

College costs have increased by some 35 percent, she said, adding "I can see a marked rise in school expenses for the younger boys." She noted that the costs of school lunches (from 40¢ to 60¢ over the past two years), art supplies, and shop supplies all have gone up. "Plus the boys now must all buy mens' sizes in clothes—still another increase in funds."

How does she take up the slack in the family budget? "Well, I read grocery, clothing, and sundries ads avidly and shop the bargains, buy end-of-season sales, and postpone purchasing anything that isn't necessary. Moonlighting is out since I feel I am needed at home."

PIERRE, S.D.—Paul Harens is beginning his third year teaching and earned $7,200 last year. His wife, Kathy, works as a clerk in the county court house for $355 a month before taxes. They have no children.

Harens said that if he had had the vaguest notion that things would be as rough as they are when he graduated from college two years ago, he would have looked for a job outside the teaching field that paid more money.

"I have college loans to pay off, my wife has college loans to pay off, we had to buy a new car because the old one gave out, and I went to summer school this summer which really made things tight," Harens said. "When we first moved to Pierre, we couldn't find anyplace to live except a trailer-house, and that was costing us $140 a month plus utilities. We stayed there for six months and then moved because combined electricity, fuel, and rent was costing us around $240 to $260 a month . . . it just got too expensive. Now we're living in an old government office building which was converted into apartments which rent for $98 a month."

Harens continued, "We've not been able to save very much at all . . . we have a combined savings right now, after going to summer school, of $120.

"When we first got married we were going to wait just a year before starting a family, and then after moving out here the bills started coming in, the loans all came due, then we had to get a car . . . so we decided we're going to wait a couple more years.

"Our grocery bill runs $120 a month and that's a lot of hamburger. If my wife and I were living on my paycheck alone, after we go through paying just the bills—the rent, the loan and utilities, before we bought the car—I would have had $16 a month left out of my paycheck. And that $16 would have to go for buying cigarettes, gas, going out, and other incidentals."

INFLATION and Priorities for Education

An interview with Illinois Senator Adlai E. Stevenson III

"The average teacher salary in this country is not only a serious problem, it's a scandal."

"The answer to inflation is to change our priorities and begin to put first things first again, including the education of our children. This means spending more money, not less, on our education system."

"I have always supported the right for citizens, including teachers, to organize, bargain collectively, and strike."

Q. Inflation, the nation's overriding concern since Watergate, is choking the life out of the economy. Many workers are hard pressed to support their families, and teachers—those public servants whose salaries have traditionally trailed behind those who work in less demanding and responsible jobs—are leaving the classroom to seek more gainful employment. How do you feel about this state of affairs?

A. Inflation is the most serious economic problem this country faces. It's eating up the income of all citizens, but especially the poor, those who are retired and living on fixed incomes and our teachers, who don't enjoy adequate bargaining power, aren't protected against cost-of-living increases, and to begin with start with low salaries. The average teacher salary in this country is around $10,000. How do I feel about it? It's not only a serious problem, it's a scandal . . . because in a self-governing country the most important business is the education of the children.

Q. In your opinion, what can be done?

A. Well, the first step the federal government should take is to control oil prices. The prices of oil are rippling out through the entire economy to inflate the cost of every commodity and every service. You face the high price of oil at the fuel pump; you also face it at the grocery store. About half of the increased cost of food is directly attributable to the increased cost of energy. And the inflated energy prices are producing revenues for the major oil companies which are far in excess of anything they could begin to reinvest in increased oil production. So those prices ought to be controlled. They are the principal cause of not only inflation, but, in some areas of the economy, recession.

Another step we ought to take—must take—is the elimination of excessive and wasteful government spending. The federal budget contains a great deal of fat that can be cut. But we shouldn't start hacking away at the "muscle"—at programs that meet the needs of our people. The administration brings the fiscal axe down on the people—on education, health, housing, transportation—and never on inflationary Pentagon spending or on foreign military assistance.

So the most fundamental answer is to change our priorities around and begin to put first things first again. That means spending more money, not less, on our education system, on energy research and development, on our health system and housing . . . at the same time that we're cutting spending overall by cutting the budget for unnecessary and unproductive weapons systems, the space program and foreign aid.

One thing government should *not* be doing is to pursue a monetary policy that forces interest rates up to 12 percent, making it still more difficult for schools to borrow money and also for businesses and farmers to borrow money with which to increase productivity. That policy causes more inflation and recession, too. We've got to have tax reform—tax reductions for people to help them keep up with the cost of living, and tax increases for those who don't pay their fair share.

Q. It has been forecast that as we move into the future, our domestic economy will likely depend more on services than on industrial items. Do you feel that services will provide a more stable economic base?

A. Services can provide a more stable base, but they cannot provide enough. We have to increase the production of basic materials—fertilizer, for example, with which to produce enough food for ourselves and hungry people in other parts of the world. That will require more investment in soil conservation and the production of fertilizer. And we are going to have to invest more money in a sound transportation system. Our railroads are collapsing. Six of them have already gone bankrupt.

Such basic industries as aluminum, paper and steel need additional sources of capital—not just to produce more automobiles, but, for example, more of the reinforcing bars that are needed for the construction of schools. We are running out of reinforcing bars. To maintain a healthy economy, we ought to emphasize increased productivity in some of our basic industries.

The distribution systems for electricity and all the utilities are having a great deal of difficulty raising necessary capital. Without energy you cannot build a school or factory, or survive in your home.

Q. Are you suggesting government subsidies to promote increased productivity?

A. No. I'm generally opposed to subsidies—especially the subsidies that tend to get enacted into law. We subsidize Lockheed, but fail to adequately educate our children. We'll spend $3 billion a year for space programs and a fraction as much on mass transportation in our cities. The NASA budget is larger than the budget of HUD.

Subsidies take the form of tax breaks. The oil and gas industry, for example, gets its bloated profits not only from high prices, but also from the oil depletion allowance. I used to see this when I was State Treasurer of Illinois. We'd run out of money in our common school fund and in our general revenue fund, but there was always lots of money in a fund for the support of race horses or a county fair. We didn't have anything for school lunches, but we had plenty of money for the thoroughbreds. As I said earlier, we seem to have trouble putting first things first.

Q. Strikes occur as teachers and public employees try to negotiate cost-of-living raises to sustain themselves. Does Congress realize the urgency of this devastating problem and if so, why is it taking so long to get the two pieces of collective bargaining legislation (S 3295 and HR 8677) passed?

A. I have always supported the right for citizens in this country—including teachers—to organize, bargain collectively, and strike, with only a few exceptions in sectors related to the public health and safety. I think that's a basic right. The prohibitions now in the law tend to be provocative . . . they don't work. They don't prevent strikes; in fact, they sometimes incite strikes and labor unrest and also cause disrespect for the law. The question in the minds of many members of Congress is not whether teachers have the right to strike, but whether the federal government should be stepping in to regulate the bargaining practices between local school boards and teachers. It's a question of federalism and the degree to which federal jurisdiction should be extended in education, notwithstanding the need for economic justice. On that question, many Senators have strong misgivings. If the states don't act, then, as often happens, it becomes no longer a question of state or local rights, it becomes very largely a question of state wrongs . . . But I think many of us still hope that the states will act so that the federal government doesn't expand its jurisdiction over employer-employee relations.

Q. There has long been a disparity between salaries for public versus private employees. At the NEA annual meeting, delegates passed a motion calling for investigating the establishment of a formal organization for all public employees. There are some 13.5 million public employees in the country, with approximately one-third now organized and represented by employee unions. Were you aware of this recent development and what is your reaction?

A. I've always supported the concept. I'm not totally familiar with the latest plans . . . but, as a matter of fact, I made the keynote address at the first meeting of IPACE (Illinois Political Action Committee for Education) when teachers through the IEA (Illinois Education Association) began to organize for political purposes. I have worked with them and have enjoyed a very close relationship with IEA.

I recognize that to obtain justice in the country one must organize. Alone and by yourself, you have no influence, no power. So, yes, definitely—I think the organized influence of such a group would help us to do our job. It could provide support that we desperately need.

BLIND TEACHER REGAINS SIGHT AFTER WINNING JOB BACK

POUGHKEEPSIE, N.Y.—A sightless teacher here won reinstatement to the classroom with NEA and state association support, then had his sight partially restored by an operation.

Sixth-grade teacher Bruce Bevan was placed on involuntary disability retirement two years ago. The school board maintained that a blind person could not fulfill the duties required of a teacher.

With NEA and New York state association backing, including subsistence loans from the DuShane Emergency Fund, Bevan filed suit, appealed to the New York Supreme Court, arguing that the administrative and clerical duties asked of him did not relate to his basic fitness or ability to teach and could be done by clerks or others. The court agreed and ordered the school board to reinstate him and give him back pay. The school board then appealed to a higher court, which also supported Bevan. In August the school board voted to return Bevan to the classroom.

Meanwhile, the teacher underwent an operation that restored his sight in one eye. He was able to see his pupils and colleagues when he returned to school this fall.

BLACK MICHIGAN EDUCATOR HEADS NEA FINANCE COMMITTEE

FLINT, MICH.—A black educator from here has been appointed chairman of the NEA Committee on Educational Finance. Selection of Melvin E. Banner, a Michigan teacher for 21 years and past president of the United Teachers of Flint, was announced by NEA Executive Secretary Terry E. Herndon, who was executive secretary of the Michigan Education Association from 1969 to 1973.

Adequate financing for public education is one of six goals currently given top priority by NEA. The Committee on Educational Finance works toward that goal by advising NEA governing bodies on appropriate financial policies, recommending ways to promote taxpayer understanding of school finance programs and needs, identifying problems and trends in school finance, and suggesting ways to improve school finance programs at all levels of government.

NEA PLEDGES RESOURCES TO EDUCATOR-LABOR PARTNERSHIP

WASHINGTON, D.C.—"The 1.5 million member National Education Association gladly pledges its extensive resources of expertise and communication to help accomplish the 'great new partnership of labor and educators' proposed by President Ford," NEA Executive Secretary Terry Herndon said recently in response to the President's words at Ohio State University commencement exercises.

"We have long pointed with deep concern to the waste and loss to our nation from the underutilization of our college-trained talent due to a lack of coordination between our colleges and the world of work," said Herndon. "Provision of this type of coordination has been left to the professions, and it has simply been too vast a job for them to handle."

Herndon pointed to today's so-called teacher surplus as a prime example. "We have excellent new teachers pounding the streets in vain for jobs in some fields while there are shortages in other fields—such as math, science, industrial arts, and special education—or in other areas of the country. NEA is therefore particularly interested in working with the Department of Labor on the pilot project which the President said will be announced shortly to improve occupational information to graduates and others in making career choices."

"We would also urge," added Herndon, "that the President consider a federal initiative toward retraining programs to convert the degrees of earlier graduates."

"Parents and teachers stood together . . . community pressure mounted. Board members finally got the message."

California Teachers Community Action Program

OVTA President Marilyn DeVore tells school board members, "These are the taxpayers who elected you . . . now will you listen?"

HUNTINGTON BEACH, CALIF.—Teachers here are a proud bunch. But more importantly, parents in this suburban southern California school district are proud of their teachers.

This feeling of mutual respect and cooperative spirit didn't just happen. It came about only after teachers realized that if they were going to pressure the school board into providing them with the tools necessary to do an effective job, they first would need the support of the community. And before they could get community support, they would have to work on their image.

The teachers, through their representative Ocean View Teachers Association, had been engaged in meet-and-confer sessions with the school board for months trying to get a contract. But the board made it increasingly clear that it didn't feel the need to respond to the teachers' demands. The teachers' first impulse was to strike, but then realized they didn't have sufficient political or economic leverage.

So OVTA members launched a community action program—one that would create a power base in the community to support their negotiations objectives.

Patterned after NEA-developed community action programs that had been run in other parts of California, Illinois, and Michigan, it was designed to raise community consciousness of teacher concerns.

Teachers began by making their presence felt in the community through personal contacts with parents. Teachers spread the word around about the need for improved programs and better working conditions. Smart, attractive, and informative community newsletters circulated throughout the school district. During "Public Schools Week" teachers urged parents to take a good look at their schools.

"Are the schools doing the job?" was the central theme of a widely circulated brochure in which parents were encouraged to fill out a checklist that could be used in evaluating education and building standards. Believing that there's more to a school than clean blackboards and scrubbed floors, teachers urged the taxpayers to take a closer look by asking the right questions.

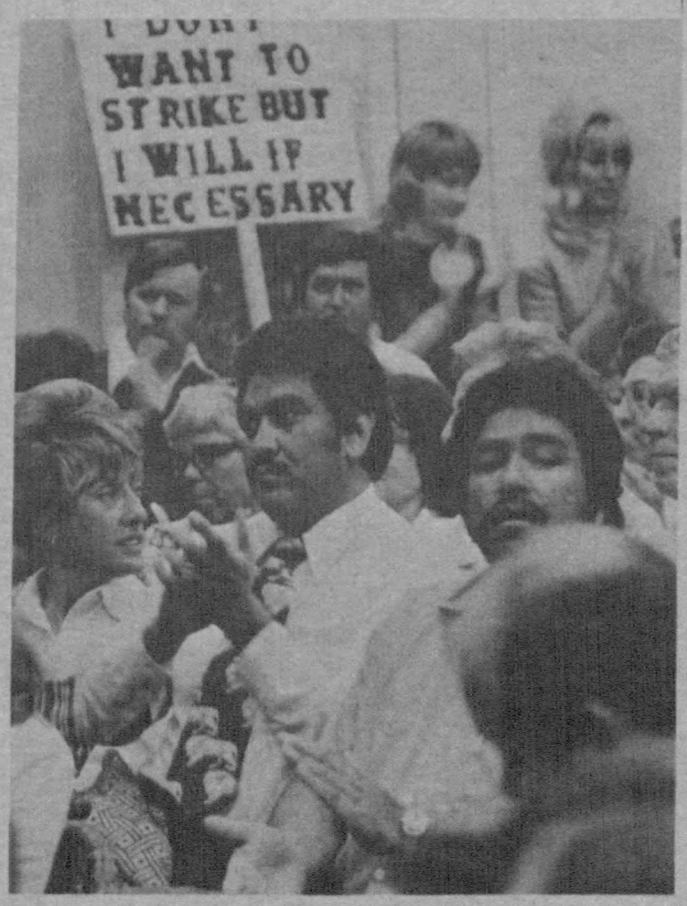
Soon Ocean View teachers convinced the community that all they wanted was a mutually satisfactory agreement with the school board that guaranteed fairness to kids, taxpayers, and teachers.

The support mounted. Parents began picketing with teachers. They called board members at home and on the job. While OVTA negotiators were in session with the school board, parents and teachers stood together outside the door making their presence known.

Board members finally got the message at a board meeting just before school closed in June, as nearly 1,000 parents flooded the board room in an overwhelming show of support for teachers. They echoed teacher demands and in less than 48 hours a settlement was reached. OVTA had won—not only a contract, but new friends in the community who now had a better understanding of their teachers and schools.

Parents and teachers picket outside the Ocean View School District administration building.

Ocean View School District board members, who previously turned a deaf ear to teachers, are forced to listen as parents echo teacher demands.



Nearly 1,000 parents and teachers flooded this board meeting to pressure the board into a settlement.

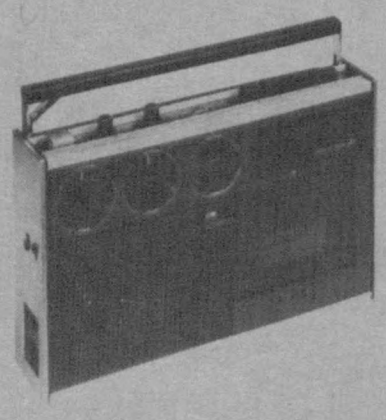
Parents and teachers congregate outside the district administration building, exhorting the board to negotiate.

Holiday SPECIAL OFFERS

IT'S THAT TIME AGAIN!

The NEA Special Offers Program presents these HOLIDAY gift suggestions for your family and friends. These items are internationally known brands, often seen on television, in newspapers, and other advertising media, and for sale in leading department stores. They are top-of-the-line products assuring quality and satisfaction. Nationwide manufacturers' service centers back-up these fully guaranteed products.

As an NEA member, you may purchase this merchandise at discount prices in the convenience of your own home. Charge it if you wish, and get direct-to-you delivery in 3-4 weeks. The discount prices shown include all shipping costs to members within the continental U.S.A.



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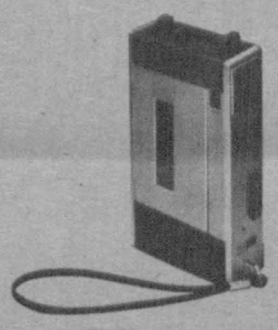

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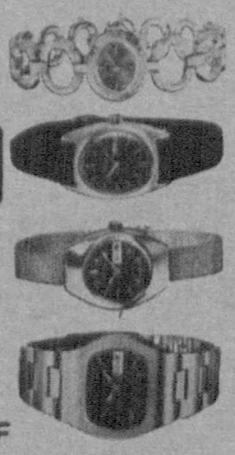

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A. WOLLENSAK RADIO & RECORDERS
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Wollensak #4515 AM-FM Radio With Cassette
The most versatile of the Wollensaks.
- Direct radio to tape recording
- Tone control
- Automatic stop at end of tape
- Digital tape counter
- Rechargeable battery circuit
- Remote microphone control switch
- Built-in telescope antenna
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NEA PRICE—$73.95

B. WOLLENSAK #402K CASSETTE RECORDER
Quality is apparent in this compact cassette recorder.
- "Instant Replay" to review what you record
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- Automatic record level
- Illuminated end-of-tape indicator
- Battery condition meter
- 10 pc. accessory kit includes cassette and carrying case

List Price—$154.95
NEA Price—$119.95

Wollensak #4060 K Cassette Recorder
Quality sound reproduction at the lowest price. Major features are:
- Automatic return to stop position at end of tape
- Automatic record level (defeatable)
- Tone control
- Digital index counter
- Monitor provision
- Built-in battery recharger
- Remote control microphone with stand
- Accessory kit includes carrying case, cassette, and other most wanted features

List Price—$99.95
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C. BOWMAR CALCULATORS
These new compact calculators put instant answers in the palm of your hand—anywhere, anytime. Relieve the strain of grading papers, paying bills, adding, subtracting, multiplying, and dividing. American manufactured and guaranteed, both parts and labor, for a full year.

Bowmar MX 75
With the MX 75, you don't need a table model calculator. It does all the big jobs with its unique memory bank.
- % key for automatic markups and discount
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- Rechargeable batteries and AC operation
- Deluxe vinyl carrying pouch

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Bowmar MX 50
New math or the same old budget problems are easily solved with the dependable MX 50. Its five functions simplify calculations. Widely advertised as the "Bowmar Brain," it has all the features of the MX 75 except memory retention.

List Price—$44.95
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Bowmar MX 20
This low-cost "brainchild" easily fits into shirt pocket or handbag.
- Replaceable battery operation
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- Integral compact cover/case design
- Indicator for minus figure, overflow, low battery

List Price—$34.95
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D. OLIVETTI TYPEWRITERS
Internationally known, Olivetti produces typewriters for office and home. The three models selected for this offer guarantee quality for your investment. Your choice of pica or elite type.

ELECTRIC MODELS
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The top-of-the-line model.
- Built-in memory
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An outstanding portable with its own carrying case. It includes many of the features listed above.
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A compact light-weight portable. Ideal for the home typist.
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E. ATTACHE CASES
Series 7000 Attache case features the slim American Tourister design with continental "easy-carry" handle at a money saving price—18" x 12½" x 3". 4½ lbs. Colors: olive, black or brown. Model #7003M 3" attache.
List Price—$25.00
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Series 6000 Deluxe American Tourister 18" briefcase with the "easy carry" handle, contour design, grained fiberglass exterior, expandable interior folder, and fingertip combination lock. 18" x 12½" x 3½". 6.3 lbs. Colors: olive, black, or brown. Model #6003M 3½".
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F. SEIKO WATCHES
Accuracy, dependability, and design describe Seiko, the space-age watch. The Seiko models chosen for this offer have a 17-jewel movement.

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An oval, moss-green face complemented by a yellow top with stainless steel back and adjustable bracelet.
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NEA Price—$66.00

Model ZS010
Self-winding. An imperial-blue face with raised dial is highlighted by a yellow top with stainless steel back. Instant day-instant date setting.
List Price—$100.00
NEA Price—$66.00

Model ACO33M
Self-winding. This blue dial with day-date calendar, instant date setting and luminous hands is encased in buff stainless steel with adjustable band.
List Price—$69.50
NEA Price—$45.00

Model 54329M
Self-winding. This blue dial with instant date-instant day setting is highlighted with a calendar, synchronized second hand, and adjustable bracelet.
List Price—$100.00
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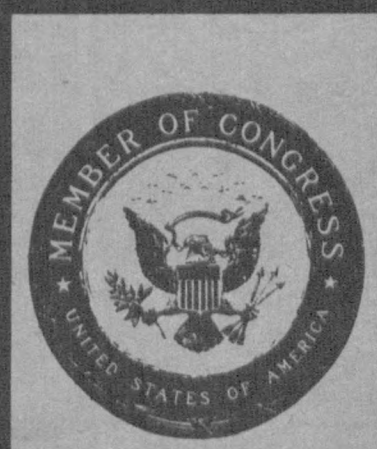

Teacher Action Sweeps Friends Of Education into Office

WASHINGTON, D.C.—An unprecedented thrust of teacher political activity resulted in a successful sweep for four of every five pro-education candidates endorsed by NEA-PAC in the November 5 Congressional election. The big win for teacher-backed candidates is expected to increase support for NEA's legislative goals in the 94th Congress, which convenes in January.

"The education profession has proven in this election that it is a first-rate power in the political arena," declared NEA President James A. Harris. Looking ahead to 1976, he said that "we consider our successes at the polls a mandate to put a friend of education in the White House."

Teacher-supported candidates won in 229 of 282 House contests and were successful in 21 of 28 Senate races, with one contest in the House and two in the Senate undecided at press time. NEA-PAC endorsed 310 federal office seekers in 48 states, including 165 who received financial contributions amounting to $225,000. The funds were given to candidates in 44 states. In addition, state and local association political action groups contributed $2.5 million to federal, state, and local races.

"This is a sweet victory, a triumph for responsible teacher power," Harris commented. "But it is also a victory for the nation's schools and for more than 50 million public schoolchildren."

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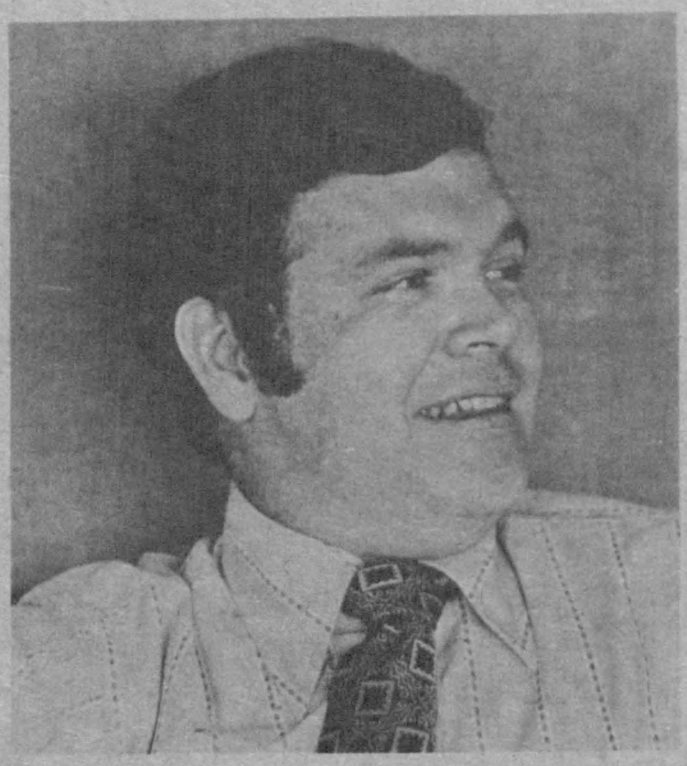
MONTANA, MISSOURI, INDIANA PUBLIC EMPLOYEES BUILD POWER

"Through the coalition, teachers and other public employees can multiply their power."



Terry Herndon
NEA Executive Secretary

WASHINGTON, D.C.—The Coalition of American Public Employees has officially chartered new state affiliate groups in Montana, Missouri, and Indiana, bringing the number of formal state coalitions to 15.

"The continuing expansion of the national coalition's state counterparts reinforces our firm belief that public employees have many mutual concerns and goals and that, working together, they can accomplish these goals more effectively than any one group working alone," said the coalition's executive director, Ralph Flynn. "We have seen firsthand the intensified clout, at both the national and state levels, that comes from pooling our legal, legislative, economic, and public relations resources behind a common cause through an organized, formalized arrangement."

NEA Executive Secretary Terry Herndon congratulated the new state coalitions, noting that the coalition movement combines two cardinal NEA principles: cooperation and independence. "Through the coalition, teachers and other public employees can multiply their power to win gains for all," he said. "However, each organization respects the autonomy and integrity of the others, and no coalition action is taken without unanimous consent from all member organizations."

National coalition members so far are the 1.5 million-member NEA; the 750,000-member American Federation of State, County, and Municipal Employees, AFL-CIO; and the 75,000-member National Tresaury Employees Union. The first members of the Montana and Missouri state coalitions are the Montana Education Association and AFSCME's Montana Council #9; and Missouri-NEA and AFSCME's Missouri Council #72.

Other state coalitions already chartered are in Iowa, Maryland, Connecticut, Michigan, Wisconsin, Hawaii, New Mexico, Illinois, Delaware, Kansas, New Hampshire, and Virginia.

New fringe benefit Legal Services For Teachers

WASHINGTON, D.C.—NEA is now participating in two pilot programs designed to provide low-cost personal legal services to teachers.

Group coverage for personal legal services, similar to medical-hospitalization coverage, is being offered to Association members in Maine and in East Lansing, Mich., this year. The pilot projects are being run in cooperation with NEA affiliates, the Maine Teachers Association and two local associations in East Lansing, according to Robert H. Chanin, NEA deputy executive secretary and general counsel.

Maine's statewide pilot plan is a "closed panel" type: the association will employ five attorneys as full-time staff members to provide members with advice and consultation, document drafting, and court representation on tax and real estate problems, divorce, wills, and all other personal legal matters.

The ultimate goal in Maine, as elsewhere, Chanin said, is to develop legal services as a fringe benefit to be paid for by school boards. Maine locals are putting the item on the bargaining table this year.

The Michigan plan, to operate initially in two East Lansing locals, represents an "open panel" type: the member chooses a lawyer on the open market, who is reimbursed by the plan up to set limits for legal services performed. Michigan Education Association has worked closely with NEA and the Michigan Bar Association in establishing and funding the plan.

ATTENTION: NEA LIFE MEMBERS

All NEA life members are entitled to a copy of the 1974 *Proceedings of the Representative Assembly*. Experience has shown that many life members do not wish to receive this publication. If you are a life member and *do* want a copy, please clip your mailing label from the front page of this NEA REPORTER and mail it to NEA Membership Records, at NEA Center.

Your letter of request—along with the label—must be received no later than December 14, 1974.

HAWAII UNIVERSITY FACULTY DEFEATS FEDERATION BID

HONOLULU, HAWAII—A coalition of NEA and American Association of University Professors affiliates resoundingly defeated the incumbent bargaining agent Hawaii Federation of College Teachers in an election this fall.

The coalition group—the University of Hawaii Professional Association—polled 1,138 votes to the federation's 721 to become representative for some 2,500 faculty.

NEA Executive Secretary Terry Herndon called the vote totals "damning evidence for all to see" of what University of Hawaii professors thought of the federation's "paper promises." He added that the victory presents "a graphic demonstration of the effectiveness of a united NEA-AAUP front."

The federation gained bargaining rights in a November 1972 runoff election. When it presented a proposed contract to faculty after a year of bargaining, however, the college teachers rejected it by a 5-to-1 margin. The overwhelming rejection came even though the federation executive board urged ratification and its president ran a pro-ratification media campaign. Then-NEA President Helen Wise described the federation proposal as "an obliteration of faculty rights and a major travesty in the field of labor relations in higher education" that made "a mockery of the collective bargaining process" and would have placed faculty "under the heel of the administration." Teachers obviously agreed.

Under state law, the failure to reach an acceptable agreement left HFCT's status as bargaining agent open to challenge.

NEA ENDORSES BILINGUAL TV SERIES

OAKLAND, CALIF.—NEA has endorsed "Villa Alegre," a current bilingual educational television series for young children of all social backgrounds. The series is produced here, with production facilities in Los Angeles.

NEA consultants worked with "Villa Alegre" producers since its beginning over two years ago. The program, which carries the NEA symbol, is televised nationwide, with the exception of North and South Carolina.

Using an equal mix of English and Spanish, the daily half-hour shows demonstrate the advantages of this country's diversity of languages and cultures. To help viewers develop problem-solving skills, the program explores five major themes—human relations, food and nutrition, the natural environment, energy, and man-made objects. Inhabitants of Villa Alegre, a small village located in no particular place, are the focus of action blending education with entertainment in a magazine format of short sketches, songs, dances, stories, and games.

Produced by Bilingual Children's Television, a nonprofit organization here, the series is underwritten by a $3.5 million grant from the U.S. Office of Education, the Exxon USA Foundation, and the Ford Foundation.

Learning guides for classroom and home use are available from: Learning Guides, Bilingual Children's Television, 2150 Valdez Ave., Oakland, CA 94612.

"Crackers anyone?" begs Polly Parrot, friend of the children of "Villa Alegre" (Happy Village), new bilingual educational TV series backed by NEA. The children (left to right) are Kenia Hernandez, 9, Adrienne Alexander, 9, and Peter Santana, 8.

"Notice The Handsome New Windshield Sticker"

TAX SURCHARGE WOULD PENALIZE TEACHERS

A statement by NEA President James A. Harris

President Gerald Ford's proposal of a 5 percent surtax to combat inflation would serve only to penalize a broad base of the nation's work force, including teachers and other public employees.

Teachers and millions of other Americans have been losing money to inflation for several years. They are now being asked to bear the brunt of a lop-sided economy by paying more taxes into a system plagued by tax inequities.

The Ford plan may help stockbrokers regain their plush salaries, but it will mean only more economic inequities for most Americans, including teachers, and for our education system.

The President's proposal punishes middle-income workers while failing to help the millions of persons who receive less than $7,500 a year, including impoverished families and those trying to live on fixed incomes. Tax reform is what is really needed, plus closing of tax loopholes for fat cats and big business so that all Americans pay an equitable income tax.

NEA Conferees To Consider 'Educational Neglect'

WASHINGTON, D.C.—NEA President James Harris officially launched UTP Project '75 in October by inviting Association and community leaders to participate in a four-month, many-pronged attack on educational neglect, culminating in a February national conference.

"The purpose of the project is to publicize the crisis of public education," Harris said. "We will mobilize teachers to learn about and solve problems of educational neglect and will project NEA as the conscience of education in the United States." Topics to be considered include neglect in urban education, in education of migrant children, in suburban education, in education of First American children, in education of U.S. children on or near military bases, in education of youth in detention systems, in education of bilingual children, in early childhood and adult education, and of handicapped children.

Harris asked each state president to select a sensitive association committee to implement Project '75. Committee activities will include surveying areas of neglect, sponsoring on-site investigations, open hearings, TV marathons, or other visible activities designed to increase public awareness. The committee will also compile a written report and organize a state team to participate in a national conference on educational neglect to be held February 15-18, 1975, in Washington, D.C.

Further information about the February conference is available from F. J. Johnson, NEA Teacher Rights, at NEA Center.

NEARLY $400,000 GIVEN TO BACK STRIKING TEACHERS

WASHINGTON, D.C.—America's teachers and their organizations have contributed nearly $400,000 to back colleagues fired after strike actions in Hortonville, Wisc., and the Timberlane area of New Hampshire.

The Timberlane Fund and Hortonville Fund were established soon after the two strikes began early in 1974. Since both strikes' inception, the state and local associations in Wisconsin have contributed over $300,000 to the Hortonville Fund; locals and state associations in the six New England states have contributed over $86,000 to the Timberlane Fund.

To complement the Hortonville Fund and the Timberlane Fund, NEA established the National Hortonville-Timberlane Adopt-a-Teacher Program. Since the national program's inception, over $16,000 has been contributed by affiliates around the nation.

White Bear Lake/North St. Paul Maplewood, Minnesota, became the first UniServ unit to sponsor a striking teacher in the national program, which is designed to funnel nationwide support to participants in the two longest teachers strikes. Teachers in this Minnesota UniServ unit contributed $4,350—$100 a week through June 1975—and have been assigned one of the 43 remaining fired Timberlane teachers as their "adoptee."

The Denver Classroom Teachers Association was the first local affiliate to sponsor a striking teacher in the Hortonville-Timberlane Adopt-a-Teacher Program and was assigned one of the 28 remaining fired teachers in Hortonville. New York State United Teachers, the first state association to participate in the national program, was assigned one of the remaining fired teachers in Timberlane.

Local associations, UniServ clusters, and state associations can adopt a Hortonville or Timberlane teacher for $100 a week, although it is not necessary to adopt a teacher in order to make a smaller contribution. Make checks payable to "National Hortonville-Timberlane Adopt-a-Teacher Program" and send to Chuck Bolden at NEA Center.

NEA Pushing Change to Metric System

WASHINGTON, D.C.—NEA is continuing its efforts to have the metric system adopted as the official U.S. method of weights and measures, NEA Executive Secretary Terry Herndon told the NEA Board of Directors this fall.

NEA backing for metrication had been reiterated at the Chicago annual meeting when the Representative Assembly directed the Board to "strongly support and, if necessary, initiate legislation at the national level for a mandate that the U.S. measurement system be the metric system."

Herndon reported that a Congressional bill authorizing programs to create public awareness of metrication is part of HR 69, which became law in August. Under that law, the U.S. Commissioner of Education may issue grants to help educate Americans about the system. Funding for HR 69 awaits further Congressional action, Herndon told the Board.

Senate and House bills to make the metric system U.S. policy died during the past session of Congress, but will be reintroduced in the new session next year, Herndon said. He pledged continuing NEA support, "working with the various organizations interested in the legislation."

nea reporter

nea helping teachers teach

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all schools

By Betty E. Sinowitz

LOS ANGELES—"All schools teach sexism," NEA Teacher Rights Manager Shirley McCune told teachers at a workshop here, "but," she quickly added, "teachers can take the lead in changing stereotypes."

"Associations and teachers," she said, "will take advantage of new laws barring sex bias in education programs and employment. Their efforts will have an impact on ensuring that minorities and women will not be 'sorted out' of education systems. Instead educational experiences will be designed to increase the options for girls and boys, women and men, the aged, and racial and ethnic minorities. Furthermore, associations will work to protect the rights of women, who represent 67 percent of NEA's membership."

More than fifty members of United Teachers of Los Angeles took part in the weekend NEA/UTLA workshop on sexism in education. This is one of many workshops being conducted this year by NEA. Training is available in racism/sexism awareness, teacher advocacy, desegregation, institutional racism, affirmative action, and minority involvement.

Strategies for the classroom

The overall goals of the workshop were to identify areas of sex role stereotyping and sex discrimination as they affect faculty and students and to explore a variety of strategies for eliminating these practices in the schools. Such tactics include

- Revising curriculum and instructional materials
- Working with community, women's, administration, parent and civil rights groups
- Using federal laws against discrimination
- Obtaining and using state education legislation favorable to women
- Developing affirmative action plans for inclusion in collective bargaining agreements
- Using the courts to fight sex discrimination.

Early in the session, McCune advised the participants who volunteered to attend the workshop, "If you—as individual teachers and UTLA members—are going to effect change in schools and society, you must learn to work together and with community groups, you must articulate your demands concerning curriculum and in-service training, enforcement of discrimination complaint procedures, and use of all legal remedies, such as California's new law requiring teaching the role of women and minorities in history." "Optimism," she stressed, "is your first tool for change and the most important requisite for success."

"Vehicle for social change"

"Title IX," McCune believes, "must be viewed as a vehicle for social change." She urged teachers and UTLA staff to learn about this law which bars discrimination on the basis of sex in admissions, treatment of students, and employment in school districts or higher education institutions receiving federal funds.

Restricting admission to members of one sex is illegal in vocational education, public undergraduate schools, and in all professional and graduate schools. Students must be ensured quality of opportunity in such areas as course offerings, extracurricular activities, competitive athletics, financial aid, housing and facilities, testing and counseling materials, and job placement.

Under federal law a simple letter of complaint to the Office for Civil Rights, HEW, is sufficient to register a complaint of denial of equal educational opportunity on the basis of sex or race, color or national origin. Other job discrimination laws such as the Equal Pay Act and Title VII of the 1964 Civil Rights Act were also discussed. In a case-study approach to these laws, participants analyzed complex discrimination problems.

Perpetuating sex stereotypes

Practices which perpetuate sex stereotypes were identified and discussed. These include language, differential assignments, counseling, dress codes, publications and textbooks, and administrator behavior. At the conference, stories were analyzed for sexist or racist bias, and classroom activities to raise the students' awareness of sex stereotyping.

"Affirmative action," McCune noted, "must be viewed as a method for change in employment and educational programs." Such plans should become part of negotiated agreements.

Educational program affirmative action, she noted, should be handled separately from employment plans. Problems such as biased textbooks and instructional materials, differential counseling and testing, teacher behavior, physical education and sports should be analyzed and specific goals set for alleviating them, she said.

Above, NEA Teacher Rights Manager Shirley McCune answers a question during the Los Angeles workshop on sex bias. At left, California art teacher Caroline Blake studies materials on sex-role stereotyping in textbooks.

Los Angeles-area teachers debate strategies for combating sexist practices in the schools. At left, elementary school teacher Sondra Roth; at right, high school science teacher Seymour Roth and junior high teacher Ruthann Kline.

teach sexism

NEA Calls for Stronger Rules Against Sex Bias

WASHINGTON, D.C.—NEA has called on the U.S. Department of Health, Education and Welfare to clarify and strengthen its proposed regulations implementing anti-sex discrimination mandates of Title IX of the Education Amendments of 1972. Title IX prohibits sex discrimination in the employment, admissions, and student treatment practices of educational institutions receiving federal aid.

NEA particularly is urging strengthening of the regulations in the areas of affirmative action by institutions in both employment and student treatment policies, sex bias in textbooks and instructional materials, and complaint procedures. Before any federal regulations become effective, institutions, organizations, and individuals must be given a chance to comment on them.

In a letter to HEW's Office of Civil Rights, NEA pointed out that the proposed regulations do not clearly define the difference between remedial action for past discrimination and affirmative action to determine the sources of discrimination.

How is it possible, asked NEA, to design proper remedial actions without examining the extent and origin of discrimination? Such self-evaluation by schools should be required in both employment practices and educational program policies, NEA urged.

On the important issue of sex stereotyping in textbooks and instructional materials, NEA declared, the HEW arguments against federal involvement don't hold water. HEW had justified its lack of attention to this area in the proposed regulations on the basis of possible infringement on 1st Amendment free speech rights and the unavailability of non-biased materials. However, pointed out NEA, neither problem would prevent the government from providing guidelines for determining sexism in materials for use by state and local review bodies; requiring designation of a portion of local library or instructional budgets for supplemental materials to correct the impressions left by biased materials; and requiring teacher in-service training on biased books and corrective measures when discrimination is found.

NEA also said that the regulations are "unclear about the role of civil rights organizations in filing of complaints and the provision of assistance to individual complainants." NEA recommends that the right to complain be specified; that individuals be allowed to have civil rights groups represent them even if the group was not involved in the original complaint; and that it be clearly provided that these groups can participate in hearings through "friend-of-the-court" briefs." Further, priority should be given to development of a compliance manual which gives illustrations of the general principles outlined in the regulations.

Even though the need for clarifying and strengthening some sections is critical, NEA noted, the Association is for the most part "heartened" by the approach taken in the proposed regulations toward wiping out sex discrimination in educational institutions. "It was recognized that these regulations will have a profound impact at all levels of education for years to come," NEA concluded.

Former College Staff Members Sue HEW on Sex Discrimination

BLACKSBURG, VA.—Alleging continued federal funding to Virginia Polytechnic Institute and State University here despite acknowledged sex discrimination, two former VPISU faculty members have brought suit against the U.S. Secretary of Health, Education, and Welfare.

NEA is providing financial support for the class-action suit of B. Patricia Dyson and Christine Wollan filed in the U.S. District Court, Richmond, against Secretary Caspar W. Weinberger. They seek a writ of mandamus to compel Weinberger to cut off federal funding.

Dyson, who taught business law, and Wollan, who was on the economics staff, both filed complaints of sex discrimination against the institution in 1971. After nearly two years of investigation, HEW in 1973 concluded that Dyson had been victimized by discriminatory policies in respect to hiring, salary, and firing, and in May 1974 a similar finding was reported in respect to Wollan. The Department of HEW also concluded that the affirmative action plan required under federal Executive Order 11246 was deficient.

The university has neither rehired these women nor modified its affirmative action plan.

The present complaint alleges that Secretary Weinberger has violated the executive order, which prohibits sex discrimination by institutions funded by the United States and which further mandates that in the event of uncorrected sex discrimination that funding be terminated.

Despite the university's agreement to these anti-discrimination provisions of federal contracts, HEW's findings on the affirmative action plan and willful sex discrimination, and the university's refusal to cooperate fully in HEW's investigation and in conciliation procedures, Secretary Weinberger has "taken no steps to enforce the spirit, intent and mandate of Executive Order 11246," the complaint asserts.

VPISU, says the complaint, receives "millions of dollars" in federal grants.

Dyson's allegations of sex discrimination by VPISU are already before the federal court in Richmond in the NEA-supported case of Taliaferro vs. Dykstra. This suit challenges sex discrimination throughout the Virginia state college and university system.

NEA Board Adopts Women's Rights Program

WASHINGTON, D.C.—NEA's Board of Directors has adopted a number of recommendations of the Women's Rights Task Force Report presented to the 1974 Representative Assembly.

NEA and its affiliates, the Board agreed, should move toward development and implementation of affirmative action plans to increase to a goal at a minimum of 50 percent the representation of women and minorities in elected and appointed positions and staffing of professional associations; should utilize collective bargaining for the attainment of women's rights in the profession, including higher education; should develop training models aimed at greater involvement of women in leadership and staff roles; and should continue their support of court action on women's rights issues.

Concerning the educational system, the Board adopted recommendations that NEA develop a national policy statement on sex stereotyping in schools for possible inclusion in personnel policies, and that NEA and its affiliates should work for strong regulations for enforcement of Title IX of the 1972 Education Amendments and inform students and teachers of implementation of Title IX and Title VI of the 1964 Civil Rights Act, work for full funding of the Women's Education Equity Act, work for inclusion of in-service training programs in collective bargaining agreements, and provide in-service training for members in the area of sex role stereotyping.

The Board also accepted recommendations for change in education and society. NEA and its affiliates should build coalitions with other groups for elimination of sex role stereotyping, to secure greater support of early childhood programs, to provide leadership in building racial and cultural minority groups' issues in women's rights efforts, to work for passage of the Equal Rights Amendment, and to promote continuing education programs directed to the reentry of older women into the education work force.

The Women's Rights Task Force has been continued for a second year.

MATERIALS ON SEXISM AVAILABLE FROM NEA

REPRINTS—single copies free from NEA Teacher Rights, at NEA Center.

"Beyond Maternity Leave"—Trends in Women's Rights Litigation *(Today's Education,* March/April 1974) by Betty E. Sinowitz

"College Faculty Women Fight Sex Bias" *(T.E.,* September/October 1974) by Betty E. Sinowitz

"Discriminating Against the Pregnant Teacher" *(T.E.,* December, 1971) by Betty E. Sinowitz

"New Legal Remedies for Women" *(T.E., December,* 1972) by Betty E. Sinowitz

"Supreme Court Kills Mandatory Maternity Leave" and "One Teacher's Fight for All," an interview with Jo Carol LaFleur (NEA REPORTER, 1974) by Rozanne Weissman

"Title IX—Proposed Guidelines to Ban Sex Bias in Education" *(T.E.,* Sept./Oct. 1974) by Betty E. Sinowitz

"Using Title VII to Challenge Race and Sex Discrimination" *(T.E.,* Nov./Dec. 1973) by Betty E. Sinowitz

NEA PUBLICATIONS—order only from NEA Order Dept., The Academic Bldg., Saw Mill Road, West Haven, CT 06516. Enclose payment with your order.

Those items marked with an asterisk are included in the NEA edu-pak on Sex Role Stereotyping. When these are ordered as a group you pay only $66. (Regular list price is $79.25.) To order the Sex Role Stereotyping edu-pak, ask for stock #0570-8-0D on your purchase order.

The 51% Minority. Report of the Connecticut conference on the status of women. 72pp. $2.50. (0581-3-0D)

How Fair Are Your Children's Textbooks? Tells parents how they can work with educators to ensure that basic educational materials reflect America's cultural and ethnic diversity. Pkg. of 30 leaflets. $1.50 (0587-2-0D)

***Nonsexist Education for Survival.** Considers the economic, physical, cultural-psychological, and political aspects of survival for females and males. 32pp. $2.25 (0582-1-0D)

***Sex Role Stereotyping Fact Sheets.** Presents a collection of statistical information—pointing out how sex role stereotyping affects the lives of each of us. $1 (0585-6-0D)

***Sex Role Stereotyping in the Schools.** Speaks to the effects on school children of sexism in education. This collection of addresses, essays, and lectures offers alternatives to present curriculum and schooling. 65pp. Cloth, $4 (0577-5-0D); paper, $2.50 (0578-3-0D)

***The Status of Women Faculty and Administrators in Higher Education Institutions, 1971-72.** Research Memo. 12pp. $1. (0583-X-0D)

***Today's Changing Roles: An Approach to Nonsexist Teaching.** Provides materials to identify, explore, and evaluate the meaning of the changes in our ideas on sex roles. 108pp. $3. (0588-0-0D)

What Is Affirmative Action? Combating Discrimination in Employment. Answers such questions as: Are school systems required to develop affirmative action plans? Who writes the affirmative action plan? 18pp. $1 (0584-8-0D)

Audiovisual Materials (also order from NEA Order Dept.)

Filmstrips

***Cinderella Is Dead!** Presents a direct, forceful, open-end study of women in the labor market. Color filmstrip with record narration and Leader's Guide. 97 frames. 11 min. $16 (0571-6-0D)

***The Labels and Reinforcement of Sex Role Stereotyping.** Examines today's changing perspectives on sex roles to help people bridge the gap between yesterday's restrictive stereotypes and today's emerging life-styles. *Part I,* The Labels: Femininity and Masculinity, 62 frames. 8 min. *Part II,* The Reinforcement—Home, School, Community. 96 frames. 10 min. Two-part color filmstrip with record narration and Leader's Guide. $24.50 (0572-4-0D)

Cassette Tapes

***Blue Is For Sky, Pink Is For Watermelon.** Eve Merriam reads five selections from her antisexist poems and intersperses them with related comments about their pertinence to the stereotypic processing of our lives. Cassette tape with printed Discussion Questions guide. 17 min. $9 (0573-2-0D)

***Sexism, Racism, Classism in the Schools.** Florence Howe describes situations in which she has observed interactions between Third World women and the primarily White feminist movement, and discusses some ways to utilize the feminist movement's reliance on various kinds of education to produce change. Cassette tape with printed Discussion Questions guide. 7 min. $9 (0574-0-0D)

***We Don't Know How To Grow People.** Richard Farson concentrates on the liberation of children and ways of finding the roots of sex role stereotyping and untwisting them. Cassette tape with printed Discussion Questions guide. 18 min. $9 (0575-9-0D)

Minorities and Women in Instructional Materials. Features four principal speakers at the 1972 NEA Minorities in Textbooks Seminar. Each speaker approaches the subject from his or her own group's perspective. *Side 1:* Jewish Perspective (Walter Plotch) and Women's Perspective (Dr. Shirley McCune). 18 min. *Side 2:* Asian Perspective (Dr. Chow Loy Tom) and Black Perspective (Dr. Charles H. Wesley). 17 min. Cassette tape. $9 (0576-7-0D)

Representatives of the Coalition of American Public Employees, which includes NEA, told Congress this fall that teachers and other public employees are demanding the legal right to bargain collectively throughout the nation.

Speaking before the Subcommittee on Labor, Senate Committee on Labor and Public Welfare, coalition spokesmen testified that a balance of power—the most crucial element in good faith negotiation—is sadly lacking in the public sector. "Public employers have enjoyed the lion's share of power for a long time and are not about to give it up voluntarily," NEA's spokesman said. And he added: "There's no chance for successful bargaining when the employer can back the employee organization to the wall, saying: 'We don't have to negotiate with you.'"

Coalition spokesmen also stressed the right of public employees to strike.

Teachers and Other Public Employees Demand Federal Bargaining Law

Excerpts from NEA President James Harris' testimony before the Subcommittee on Labor, Senate Committee on Labor and Public Welfare:

NEA, as a prime mover in the field of teacher bargaining, has worked closely with our affiliates as they organized to negotiate with school boards on the educational and professional concerns of our members. We know the rewards and the promise of bargaining under good state laws covering public sector labor relations. In an unfortunately large number of cases, we have come face to face with the frustrations and animosities which inevitably arise when teachers have to deal with intransigent boards under outmoded and inequitable statutes, or no law at all.

Teachers and other public employees have grown increasingly—and understandably—resentful as they have watched private employees holding full bargaining rights for some 40 years—rights denied public employees.

Teachers are dedicated. We are patient. But, we have waited long enough. We are captive victims of the crippling myth that public employees are somehow "different" and less entitled to basic rights simply because we are working to fulfill public needs. That myth is based on the misconception that public employees are safe and protected from the rigors of the outside world because they are nestled in the bosom of government bureaucracy. We are here to state flatly that public employees are just as subject to abuses of employer power as private employees—even more so when you consider the essentially empty arsenal public employees have to turn to in a crunch.

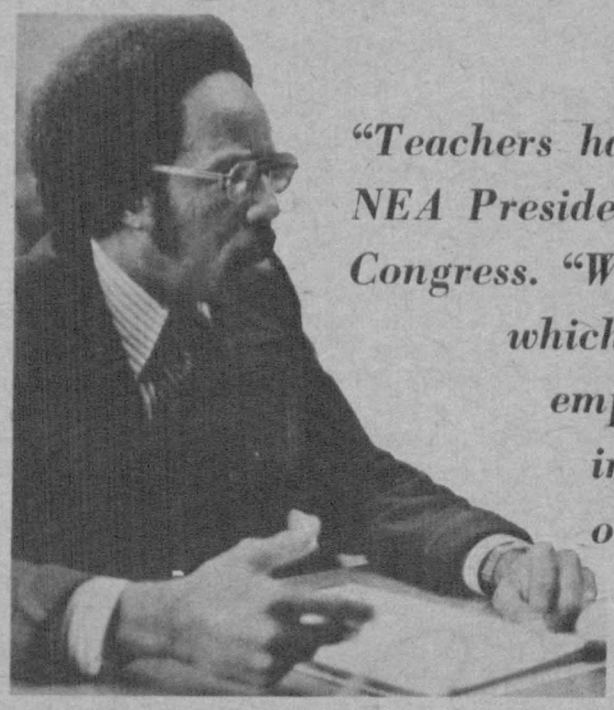
We as teachers serve the public; we are not servants. We need rights, not paternalistic "protection." We are deeply concerned about the ability of the American educational system to educate *all* children to their full potential, and very often the primary issues in teacher-board disputes point directly to desperate educational needs, such as adequate resources and staffing.

Teachers and other public employees aren't trying to "take over." All we are seeking is a process which guarantees that public employers will deal with us in good faith and in an orderly fashion.

A balance of power at the bargaining table is the most crucial element to good faith negotiations. That balance is sadly lacking in the public sector, where employees are kept hostage between servitude and illegal actions. Public employers have enjoyed the lion's share of power for a long time and are not about to give it up voluntarily. There's no chance for successful bargaining when the employer can back the employee organization to the wall, saying: "We don't have to negotiate with you." Both employee organization and employer must have *an equal range of alternatives* if agreements are to be reached at the bargaining table.

The two bills introduced by Senator Williams approach regulation of public sector bargaining in two distinctly different ways. In our view, S 3295, which provides a separate mechanism to handle public employee labor relations, is preferable to S 3294, which would simply lump public employees together with private workers under the National Labor Relations Act. However, we're like people who've been standing out in a hailstorm for years: if we can't get the kind of shelter we most hope for, we'll take what's available. Public employees have been prey to the elements for too long.

In conclusion, we want to note that the administration is apparently beginning to see the magnitude and severity of our plight. We hope that realization by Labor Secretary Peter Brennan that the growth of public employee unionism is probably "the single most important development in labor-management relations in the past generation" means recognition at long last of the need for a federal response to the incredibly fragmented public labor law picture.



"Teachers have waited long enough," NEA President James Harris told Congress. "We are seeking a process which guarantees that public employers will deal with us in good faith and in orderly fashion."

Collective bargaining for public employees provides "rational alternatives to strikes," Jerry Wurf told the Senate Committee. Wurf is president of the American Federation of State, County and Muncipal Employees, a member group with NEA of the Coalition of American Public Employees.

Ralph Flynn, executive director of the Coalition of American Public Employees, told the Senators that current polls show increasing support for the right of government workers to bargain collectively. Existing state laws, he said, "provide for no rational process for negotiation."

TEACHER ACTION SWEEPS FRIENDS OF EDUCATION INTO OFFICE

(Continued from page 1)

In the House, it is estimated that friends of education were increased by at least 46 members. This could provide a potential vote of 290, enough for a veto override on educational issues. An additional three education advocates were added to the Senate, giving the upper chamber a head count of 65 members who have positive positions on education most of the time.

"The muscle that teachers have exhibited on the hustings has been translated into a more pro-education Congress, one which will, we're confident, strengthen the federal government's commitment to the public schools," the NEA president asserted. "Only through re-ordering Congress could we hope to re-order the priorities of a federal government that has commonly treated education as an unwanted child."

Teachers will press for passage of a collective bargaining measure for teachers and other public employees, increased general federal aid to education, unemployment compensation, and other NEA legislative objectives in the 94th Congress.

Harris and scores of winning and Senate candidates paid special tribute to the tens of thousands of teachers who were politically active in the 1974 election campaigns.

"Our political operation, like that of no other organization, is a grassroots endeavor," Harris noted.

But the vast network of the nation's largest professional association was only a part of the success story. Even more important was the calibre of people involved, a point borne out by some re-elected members of the Senate.

Sen. Abraham Ribicoff (D-Conn.), in a victory statement praising members of the Connecticut Education Association and the NEA, commented that teachers "have become the most intelligent and respected vanguards of political action in the country."

Sen. Richard Schweiker (R-Pa.), who will become the second ranking minority member on the Labor and Public Welfare Committee in the new Congress, likes to have teachers on his side and tells why. "A poll I ran recently of special interest groups working for candidates showed that teachers have a high degree of credibility among the general population."

"I would not have been successful without teacher help" —Michigan Congressional winner James J. Blanchard.

But not all candidates are as friendly to educators or seek their help. One such congressman is Rep. Earl Landgrebe (R-Ind.), who was among 27 incumbents defeated by teacher-supported candidates, and a prime target of teachers.

Landgrebe, who has never voted "right" on any of the 24 education issues before the House during the past six years, once told the House Rules Committee that liberal education practiced in American public schools is "akin to witchcraft."

Often the only one House member to vote against a bill, Landgrebe erupted into prominence this year with a series of startling statements that critics say have passed from the conservative to the bizarre. A member of the House Education and Labor Committee, Landgrebe explained his vote against a school bill in July 1971 in this fashion: "I have always supported education and will continue to support educational programs when the American taxpayer can afford it, but we must exercise thrift at this time of history . . ."

Landgrebe, who says he has a closed mind, was closed out of office by Floyd Fithian, a Purdue University history professor, who gave the Indiana congressman a scare two years ago.

"I am extremely indebted to the hundreds of teachers who helped make this victory possible," said Fithian in a victory statement. "Indiana State Teachers Association members throughout this district worked on many of our campaign projects and played a significant role in defeating Earl Landgrebe." NEA-PAC contributed $2,550 to Fithian's campaign.

Two other incumbent House members were dumped in upset victories by teacher candidates in districts in Northern Virginia. Joseph Fisher (D), an economist, handily defeated 11-term conservative Joel Broyhill (R). Herbert Harris, a Democrat county supervisor, won over Republican Stanford Parris. Both Harris and Fisher campaigned in support of collective bargaining rights for teachers. Harris is also a strong supporter of more federal funding for public education. Harris was among several candidates who supported NEA's "Get Mad Campaign,"

A STEP NEARER TO A PRO-EDUCATION CONGRESS

NEA-PAC-Endorsed Candidates Listed

The following table is a complete list of the U.S. Senate and U.S. House of Representatives candidates endorsed by NEA-PAC, including those who received financial contributions, in 1974. A total of 335 House and Senate candidates from 48 states were supported by NEA-PAC in primary, special, runoff, and in general elections after concurrence with the appropriate political action group within each state. Additional funds in support of federal office seekers were raised by state and local political action groups in some states. The dollar amounts in the table represent those candidates who received financial contributions. Other candidates received letter endorsements. A combined 310 candidates, 282 in the House and 28 in the Senate, were supported by NEA-PAC in the general election on Nov. 5.

Winners appear in black; losers are in color.
At press time, three races were undecided: Nebraska's 3rd District (NEA-PAC backed Ziebarth), North Dakota's Senate (NEA-PAC backed Guy), and New Hampshire's Senate (NEA-PAC backed Durkin).
➔ appears before candidates who challenged an incumbent.
O appears before candidates in an open race (no incumbent running).
If no symbol precedes a candidate's name, he or she was the incumbent (unless otherwise indicated).
Numbers before names indicate Congressional districts; AL=at large.

NEA-PAC Endorsed Candidates	NEA-PAC Contribution
ALASKA	
Mike Gravel (D) Senate	$ 3,200
AL Don Young (R)	1,500
TOTAL	$ 4,700
ARIZONA	
2. Morris Udall (D)	
➔ 3. Pat Bosch (D)	$ 500
4. Byron T. Bud Brown (D)	1,500
TOTAL	$ 2,000
ARKANSAS	
O Dale Bumpers (D) Senate	$ 500
2. Wilbur Mills (D)	500
➔ 3. Bill Clinton (D)	500
4. Ray Thornton	
TOTAL	$ 1,500
CALIFORNIA	
Alan Cranston (D) Senate	
3. John Moss (D)	
5. John Burton (D) (Special & General)	$ 1,000
6. Phillip Burton (D)	
O 7. George Miller (D)	$ 500
8. Ronald Dellums (D)	
9. Fortney Stark (D)	50
10. Don Edwards (D)	
11. Leo J. Ryan (D)	
12. Paul McCloskey (R)	1,000
O 13. Norman Mineta (D)	1,000
14. John McFall (D)	
15. B. F. Sisk (D)	
➔16. Julian Camacho (D)	2,000
➔17. John Krebs (D)	1,000
➔18. George Seielstad (D)	1,000
➔19. James Loebl (D)	1,000
21. James Corman (D)	
➔22. Richard Hallin (D)	1,000
23. Thomas Rees (D)	
O 24. Henry Waxman (D)	1,000
27. Alphonzo Bell (R)	
28. Yvonne Burke (D)	
30. George Danielson (D)	
31. Charles Wilson (D)	
➔33. Bob White (D)	1,000
O 34. Mark Hannaford (D)	1,000
➔35. James Lloyd (D)	1,000
36. George Brown (D)	
O 38. Jerry Patterson (D)	1,000
➔39. Bill Farris (D)	
➔41. Colleen O'Connor (D)	1,000
42. Lionel Van Deerlin (D)	
TOTAL	$15,550
COLORADO	
➔ Gary Hart (D) Senate	$ 2,500
1. Patricia Schroeder (D)	2,030
➔ 2. Tim Wirth (D)	1,000
3. Frank E. Evans (D)	
➔ 4. John Carroll (D)	
TOTAL	$ 5,530
CONNECTICUT	
Abraham Ribicoff (D) Senate	
1. William Cotter (D)	$ 500
O 2. Christopher Dodd (D)	500
4. Stewart B. McKinney (R)	500
TOTAL	$ 1,500
FLORIDA	
Bill Gunter (D) Senate (Lost Runoff)	$ 1,000
➔12. Charles Friedman (D)	250
13. William Lehman (D)	1,000
TOTAL	$ 2,250
GEORGIA	
➔ 4. Elliott Levitas (D)	$ 1,000
5. Andrew Young (D)	200
➔ 6. Newt Gingrich (R)	500
O 7. Quincy Collins (R)	500
TOTAL	$ 2,200
HAWAII	
Daniel K. Inouye (D) Senate	
1. Spark Matsunaga (D)	
2. Patsy Mink (D)	
IDAHO	
Frank Church (D) Senate	$ 1,000
➔ 1. J. Ray Cox (D)	500
O 2. Max Hanson (D)	1,000
TOTAL	$ 2,500
ILLINOIS	
Adlai Stevenson, III (D) Senate	
1. Ralph Metcalfe (D)	
2. Morgan Murphy (D)	
➔ 4. Ronald Rodger (D)	
7. Cardiss Collins (D)	
8. Dan Rostenkowski (D)	
9. Sidney Yates (D)	
➔10. Abner Mikva (D)	$ 1,000
11. Frank Annunzio (D)	
➔12. Betty Spence (D)	50
O 15. Tim Hall (D)	
➔17. John Houlihan (D)	
➔18. Stephen Nordvall (D)	
21. Edward Madigan (R)	500
22. George Shipley (D)	
23. Melvin Price (D)	
O 24. Paul Simon (D)	2,000
TOTAL	$ 3,550
INDIANA	
Birch Bayh (D) Senate	$ 3,200
1. Ray Madden (D)	
➔ 2. Floyd Fithian (D)	2,550
3. John Brademas (D)	1,550
4. J. Edward Roush (D)	2,000
➔ 7. Eldon Tipton (D)	
➔ 8. Phil Hayes (D)	1,500
9. Lee Hamilton (D)	
➔10. Phil Sharp (D)	1,500
➔11. Andrews Jacobs (D)	2,000
TOTAL	$14,300
IOWA	
O John Culver (D) Senate	$ 3,100
1. Edward Mezvinsky (D)	2,200
O 2. Mike Blouin (D)	2,000
O 3. Stephen Rapp (D)	1,500
4. Neal Smith (D)	500
➔ 5. Tom Harkin (D)	2,000
➔ 6. Berkley Bedell (D)	500
TOTAL	$11,800
KANSAS	
➔ Bill Roy (D) Senate	$ 4,600
➔ 1. Don Smith (D)	
O 2. John Peterson (R)	500
➔ 4. Bert Chaney (D)	
TOTAL	$ 5,100
KENTUCKY	
1. Frank Stubblefield (D) (Primary Lost)	$ 1,000
2. William Natcher (D)	
3. Romano Mazzoli (D)	
➔ 4. Kyle Hubbard (D)	1,500
5. Tim Lee Carter (R)	
6. John Breckenridge (D)	2,000
7. Carl Perkins (D)	
TOTAL	$ 4,500
LOUISIANA	
Russell B. Long (D) Senate	
2. Lindy Boggs (D)	
➔ 3. Charles Grisbaum (R)	$ 500
O 6. Jeff LaCaze (D)	1,500
8. Gillis Long (D)	
TOTAL	$ 2,000
MAINE	
1. Peter N. Kyros (D)	
2. William Cohen (R)	$ 500
MARYLAND	
Charles McC. Mathias Jr. (R) Senate	
➔ 1. Thomas Hatem (D)	$ 1,000
2. Clarence D. Long (D)	
3. Paul Sarbanes (D)	
➔ 4. Fred Wineland (D)	1,000
O 5. Gladys Spellman (D)	1,000
7. Parren Mitchell (D)	
8. Gilbert Gude (R)	
TOTAL	$ 3,000
MASSACHUSETTS	
1. Silvio Conte (R)	
2. Edward Boland (D)	
O 3. Joe D. Early (D)	$ 1,000
4. Robert Drinan (D)	1,000
5. Paul W. Cronin (R)	
6. Michael Harrington (D)	
7. Torbert Macdonald (D)	
8. Thomas O'Neill (D)	
9. John Moakley (D)	200
10. Margaret Heckler (R)	1,000
11. James Burke (D)	
12. Gerry Studds (D)	2,000
TOTAL	$ 5,200
MICHIGAN	
1. John Conyers (D)	$ 200
2. Marvin Esch (R)	1,100
5. Richard Vander Veen (D) (Special & General)	1,250
5. Robert Vander Laan (R) (Primary—Special Lost)	800
O 6. Robert Carr (D)	2,000
7. Donald Riegle, Jr. (D)	
8. J. Robert Traxler (D) (Special & General)	2,000
11. Philip E. Ruppe (R)	
12. James G. O'Hara (D)	1,000
13. Charles Diggs (D)	
14. Lucien Nedzi (D)	1,000

which was aimed at electing a pro-education Congress.

In New Jersey, incumbent Rep. Charles Sandman Jr. (R), one of former President Nixon's strongest supporters in the televised impeachment hearings of the House Judiciary Committee, was defeated by Attorney William Hughes, a Democrat. Sandman was favored. Some 300 teachers worked in Hughes' behalf. Said Hughes: "I want to thank both NEA and NJEA for its help and support of my candidacy. I consider it an honor to have had their support and know that their invaluable help has had a major effect on my campaign."

Iowa State Sen. Michael Blouin, who won in an

Teachers were out to shape up Congress. And they did it.

open race against a Republican state representative, surrounded himself with teachers in his winning effort. His campaign manager was a teacher, as were four regional coordinators. Of teachers, he said: "I have found that teachers, more often than anyone else, are able to elicit a spirit and enthusiasm among other volunteers which is so important in any campaign. I am impressed with the dedication and hard work which they are willing to contribute to the political process."

Teachers were involved in all of Missouri's 11 national races, including the successful re-election campaign of Sen. Thomas Eagleton, a Democrat. Teacher-supported candidates won in 9 of the 10 House contests. In commenting on teacher activity in his campaign, Eagleton said: "I view my election in large part a victory for education as I have long had a commitment to quality education. Teachers played a significant role in my re-election. I am grateful to NEA-PAC for its endorsement and the many Missouri-NEA teachers who gave so generously of their time in my campaign. Going door-to-door to inform citizens of the important issues and getting out the vote does not grab headlines, but it is the true stuff that makes our political process work."

NEA President James Harris and Joseph Standa, staff contact for NEA-PAC, review the winners. Some 80 percent of the candidates endorsed by NEA-PAC won on November 5, a record that Harris called proof that the education profession is a first-rate power in the political arena.

In a New England campaign supported by teachers, Norman D'Amours, a Democrat, won in an open House race in New Hampshire. "Many hundreds of teachers throughout the district gave unselfishly of their time, energy, and money. I will always be grateful for their support," he said.

In California, teachers got behind 32 House candidates and incumbent Democrat Sen. Alan Cranston. Cranston won, as did at least 26 of the 32 House candidates.

"My first and most generous support came from teachers," said Mark Hannaford, a Democrat who won in an open contest. A political science professor, Hannaford said his opponent's main campaign attack "accused me of being a mere teacher. To this charge I plead guilty, since I hold it the highest honor a citizen can carry in his community."

NEA-PAC Endorsed Candidates	NEA-PAC Contribution
15. William Ford (D)	300
16. John Dingell (D)	
O 17. William Brodhead (D)	500
➔18. James Blanchard (D)	2,000
TOTAL	$12,150
MINNESOTA	
1. Al Quie (R)	$ 1,000
O 2. Steve Babcock (D)	1,000
4. Joseph Karth (D)	
5. Donald Fraser (D)	
O 6. Richard Nolan (D)	2,500
7. Robert Bergland (D)	
O 8. James Oberstar (D)	500
TOTAL	$ 5,000
MISSISSIPPI	
2. David Bowen (D)	$ 500
MISSOURI	
Thomas Eagleton (D) Senate	$ 1,500
1. Bill Clay (D)	500
2. James Symington (D)	
3. Leonor Sullivan (D)	
4. William Randall (D)	
5. Richard Bolling (D)	
6. Jerry Litton (D)	
➔ 7. Richard Franks (D)	2,000
9. William Hungate (D)	
10. Bill D. Burlison (D)	
TOTAL	$ 4,000
MONTANA	
2. John Melcher (D)	$ 50
NEBRASKA	
3. James Waldron (R) (Primary Lost)	$ 2,000
O 3. Wayne Ziebarth (D)	2,000
TOTAL	$ 4,000
NEVADA	
O Harry Reid (D) Senate	$ 5,000
➔AL James Santini (D)	2,500
TOTAL	$ 7,500
NEW HAMPSHIRE	
O John Durkin (D) Senate	$ 2,500
O 1. Norman D'Amours (D)	1,500
TOTAL	$ 4,000
NEW JERSEY	
➔ 1. James Florio (D)	$ 1,000
➔ 2. Bill Hughes (D)	1,000
3. James Howard (D)	
4. Frank Thompson (D)	2,050
O 5. Frederick Rohen (D)	1,000
➔ 6. Charles Yates (D)	1,000
8. Robert A. Roe (D)	
9. Henry Helstoski (D)	
10. Peter Rodino, Jr. (D)	
11. Joseph G. Minish (D)	
12. Matthew Rinaldo (R)	500
14. Dominick V. Daniels (D)	
15. Edward Patten (D)	
TOTAL	$ 6,550
NEW MEXICO	
➔ 1. Robert Mondragon (D)	$ 2,000
2. Harold L. Runnels (D)	
NEW YORK	
Jacob Javits (R) Senate	$ 2,000
1. Otis Pike (D)	1,000
➔ 2. Tom Downey (D)	500
➔ 3. Jerome Ambro (D)	500
➔ 4. Frank Ornstein (D)	500
6. Lester Wolff (D)	2,000
7. Joseph P. Addabbo (D)	
8. Benjamin S. Rosenthal (D)	
O 11. James Scheuer (D)	
O 13. Stephen J. Solarz (D)	
O 15. Leo Zeferetti (D)	
16. Elizabeth Holtzman (D)	
17. John Murphy (D)	1,000
18. Edward I. Koch (D)	
22. Jonathan B. Bingham (D)	
23. Peter Peyser (R)	2,000
O 24. Dick Ottinger (D)	2,000
25. Hamilton Fish, Jr. (D)	
O 27. Matt McHugh (D)	1,500
28. Samuel S. Stratton (D)	
➔29. Edward (Ned) Pattison (D)	500
31. Donald J. Mitchell (R)	
32. James Hanley (D)	1,000
33. William F. Walsh (R)	
34. Frank Horton (R)	500
➔35. Margaret Costanza (D)	1,000
O 36. John LaFalce (D)	2,000
TOTAL	$18,000
NORTH CAROLINA	
4. Robert Wynn (D) (Primary Lost)	$ 2,000

NEA-PAC Endorsed Candidates	NEA-PAC Contribution
4. Ike Andrews (D)	1,000
➔ 5. Steve Neal (D)	
6. Richardson Preyer (D)	
7. Charles Rose (D)	2,000
➔ 8. Bill Hefner (D)	1,500
TOTAL	$ 6,500
NORTH DAKOTA	
➔ William Guy (D) Senate	
OHIO	
O John Glenn (D) Senate	$ 1,000
1. Thomas Luken (D) (Special & General)	2,500
O 8. T. Edward Strinko (D)	2,500
9. Thomas Ashley (D)	
➔12. Fran Ryan (D)	1,500
13. Charles Mosher (R)	
14. John Seiberling (D)	
➔17 David Noble (D)	
18. Wayne Hays (D)	
20. James V. Stanton (D)	
21. Louis Stokes (D)	
22. Charles Vanik (D)	
TOTAL	$ 7,500
OKLAHOMA	
➔ Ed Edmondson (D) Senate	$ 700
1. James Jones (D)	
O 2. Ted Risenhoover (D)	500
3. Carl Albert (D)	500
4. Thomas Steed (D)	
6. Gary Green (D) (Primary Lost)	
TOTAL	$ 1,700
OREGON	
➔ Betty Roberts (D) Senate	$ 2,500
O 1. Les AuCoin (D)	2,500
2. Al Ullman (D)	
O 3. Robert Duncan (D)	500
4. Jack Ripper (D) (Primary Lost)	2,000
TOTAL	$ 7,500
PENNSYLVANIA	
Richard Schweiker (R) Senate	$ 1,300
1. William Barrett (D)	
2. Robert Nix (D)	
3. William Green (D)	
4. Joshua Eilberg (D)	1,000
O 5. Richard Schulze (R)	4,000
6. Gus Yatron (D)	
O 7. Bob Edgar (D)	2,000
8. Edward Biester (R)	
➔ 9. Bob Ford (D)	500
10. Joseph McDade (R)	
11. Daniel Flood (D)	300
12. John Murtha (D) (Special & General)	2,000
14. William Moorhead (D)	
18. John Heinz (R)	
O 19. William Goodling (R)	500
19. John Eden (R) (Primary Lost)	1,500
20. Joseph Gaydos (D)	
21. John Dent (D)	400
22. Thomas Morgan (D)	
23. Richard McCormack (R) (Primary Lost)	3,000
24. Joseph Vigorito (D)	200
25. Frank Clark (D)	
TOTAL	$16,700
RHODE ISLAND	
1. Fernand St. Germain (D)	$ 100
2. Robert Tiernan (D) (Primary Lost)	
SOUTH CAROLINA	
Ernest P. Hollings (D) Senate	
1. Mendel Davis (D)	$ 200
➔ 2. Matthew J. Perry (D)	
O 3. Butler Derrick (D)	500
O 5. Ken Holland (D)	500
➔ 6. John Jenrette (D)	500
TOTAL	$ 1,700
SOUTH DAKOTA	
George McGovern (D) Senate	$ 1,000
➔ 2. Jack Welland (D)	500
TOTAL	$ 1,500
TENNESSEE	
5. Richard Fulton (D)	
TEXAS	
➔ 5. Mike McKool (D)	$ 1,000
8. Bob Eckhardt (D)	
9. Jack Brooks (D)	
12. Jim Wright (D)	
➔13. Jack Hightower (D)	500
18. Barbara Jordan (D)	
21. Nelson Wolff (D) (Runoff Lost)	
O 21. Bob Krueger (D)	500
23. Abraham Kazen (D)	
24. Martin Frost (D) (Primary Lost)	2,000
TOTAL	$ 4,000

NEA-PAC Endorsed Candidates	NEA-PAC Contribution
UTAH	
O Wayne Owens (D) Senate	$ 4,500
2. Daryl McCarty (D) (Primary Lost)	2,000
TOTAL	$ 6,500
VERMONT	
O Pat Leahy (D) Senate	$ 1,500
O AL James Jeffords (R)	
VIRGINIA	
➔ 2. Bob Richards (D)	$ 1,000
➔ 4. Lester Schlitz (D)	500
➔ 7. George Gilliam (D)	
➔ 8. Herb Harris (D)	1,000
➔10. Joe Fisher (D)	
TOTAL	$ 2,500
WASHINGTON	
Warren Magnuson (D) Senate	$ 2,100
1. Joel Pritchard (R)	1,000
2. Lloyd Meeds (D)	2,000
O 3. Don Bonker (D)	500
4. Mike McCormack (D)	2,000
5. Thomas Foley (D)	
6. Floyd Hicks (D)	
7. Brock Adams (D)	
TOTAL	$ 7,600
WEST VIRGINIA	
1. Robert Mollohan (D)	
2. Harley Staggers (D)	
3. John Slack (D)	
WISCONSIN	
Gaylord Nelson (D) Senate	
1. Les Aspin (D)	
2. Robert Kastenmeier (D)	
➔ 3. Al Baldus (D)	$ 1,000
4. Clement Zablocki (D)	
5. Henry Reuss (D)	
6. William A. Steiger (R)	
7. David R. Obey (D)	
➔ 8. Bob Cornell (D)	1,000
O 9. Lynn Adelman (D)	500
TOTAL	$ 2,500
WYOMING	
AL Teno Roncalio (D)	$ 1,000

WHERE THE MONEY CAME FROM
NEA-PAC Contributions by States

Following is a state-by-state breakdown of NEA-PAC contributions through November 4, 1974. These contributions were made by teachers to support pro-education candidates in the 1974 Congressional elections. The money was collected during the interim drive beginning last February and during the first two months of the first annual NEA-PAC fund-raising campaign that is tied to the 1974-75 membership year. Most states have developed a system of collecting voluntary contributions for NEA-PAC from members as a result of an action of the near-10,000-member NEA Representative Assembly in 1973.

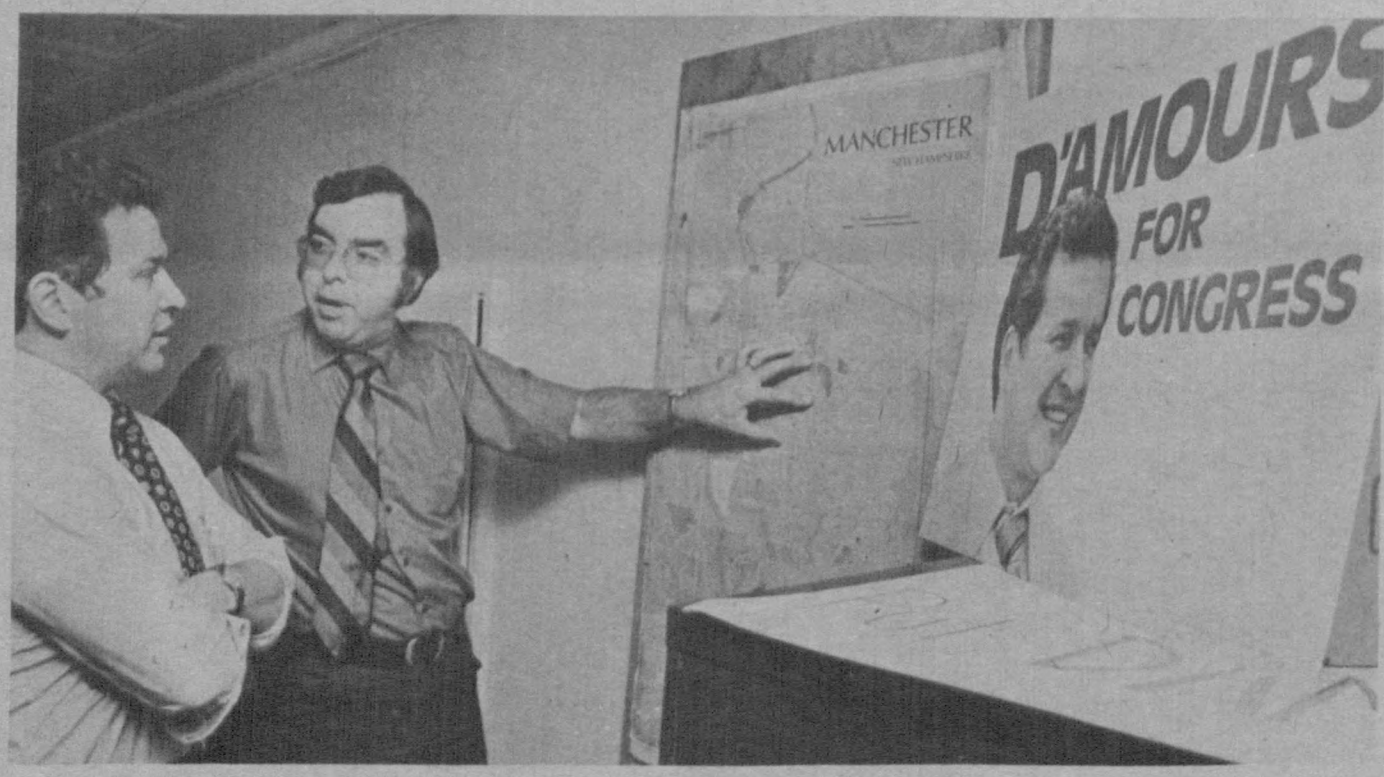
Alabama	$ 587.00	New Hampshire	$ 3,386.00
Alaska	655.54	New Jersey	26.00
Arizona	332.75	New Mexico	197.50
Arkansas	373.87	New York	40,580.00
California	1,807.65	North Carolina	1,450.55
Colorado	1,824.50	North Dakota	432.00
Connecticut	2,199.23	Ohio	7,360.41
Delaware	224.00	Oklahoma	2,178.94
District of Columbia	105.00	Oregon	1,037.00
Florida	464.40	Pennsylvania	30,542.25
Georgia	928.90	Puerto Rico	56.00
Hawaii	77.00	Rhode Island	6,997.50
Idaho	8,048.00	South Carolina	2,046.49
Illinois	12,077.46	South Dakota	395.00
Indiana	5,654.45	Tennessee	685.00
Iowa	2,062.35	Texas	360.00
Kansas	2,246.20	Utah	1,998.55
Kentucky	576.00	Vermont	129.00
Louisiana	554.00	Virginia	566.55
Maine	479.00	Washington	1,156.50
Maryland	1,755.00	West Virginia	204.00
Massachusetts	6,370.25	Wisconsin	263.20
Michigan	23,520.50	Wyoming	1,001.00
Minnesota	22,658.00	First American Caucus	50.00
Mississippi	205.00	Overseas Ed. Assn.	28.00
Missouri	1,655.60	Proceeds from NEA Presidential Inaugural Ball for NEA-PAC	$ 3,237.73
Montana	178.00		
Nebraska	8,168.48	**Grand Total**	**$212,863.45**
Nevada	811.05		

TEACHERS WORKED FOR Pro-

SOUTH CAROLINA—Democrat Ken Holland was elected to this state's 5th Congressional District seat by an overwhelming majority. Endorsed by the South Carolina Education Association's Political Action Committee for Education, Holland said he plans to become "directly involved in helping to solve local education problems by the addition to our Congressional staff of an education liaison and grant writer. This person," he said, "will be appointed pursuant to recommendations through the South Carolina Education Association." An attorney and member of the state highway commission, Holland was endorsed by the teachers after he and other candidates for U.S. Congress from the 5th District were interviewed in depth on their attitudes and ideas about education.

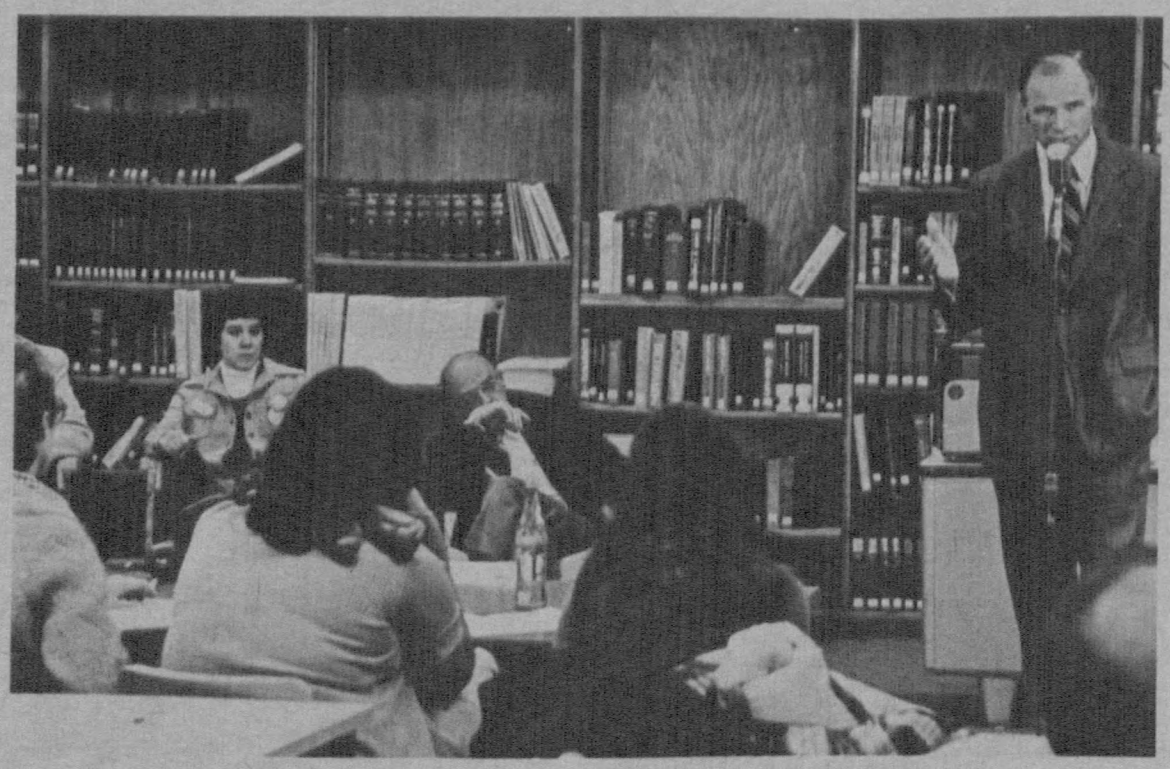
On most afternoons after school, SCEA members gathered at Ken Holland campaign headquarters in Camden, S.C. Here Ken Peterson, local PACE coordinator (left) and volunteers stuff envelopes with campaign literature.

NEW HAMPSHIRE—Teachers in this New England state—their efforts spearheaded by militant members from the Timberlane district—covered the state in their efforts to elect replacements for the anti-education state Congressional delegation. The teachers won a major victory when Norman D'Amours captured the race in the 1st Congressional District. D'Amours, a former substitute teacher, said during the campaign that "the teachers are for us, and when elected, we will be for the teachers."



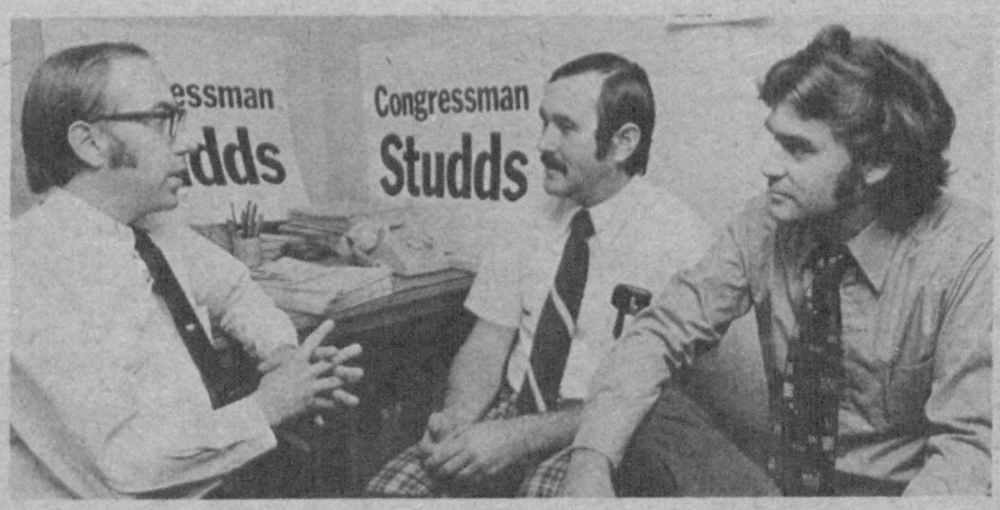
Norman D'Amours (left), winner in the 1st Congressional District of New Hampshire, reviews campaign strategy with John Tucker, executive secretary, New Hampshire Education Association. Teachers throughout the state ran a mail campaign, sending thousands of cards and letters urging the election of pro-education candidates.

MINNESOTA—Rep. Albert H. Quie, Republican friend of education, was re-elected to his ninth term as the state's Congressman from the 1st District. Although Quie has had a range of interests as the ranking minority member on the Education and Labor Committee, he is best known for his leadership in education legislation. The 93rd Congress was a highlight in Quie's career as he played a major role in passage of the bill extending for four years the Elementary and Secondary Education Act and other education programs. That's why NEA, the Minnesota Education Association, and teachers in the Rochester Education Association UniServ unit worked so hard in his campaign.



Republican Congressman Albert H. Quie predicts that 25 percent federal spending for education will come within the next 10 years. Here he is speaking to teachers at a candidates' night sponsored by the Rochester Education Association.

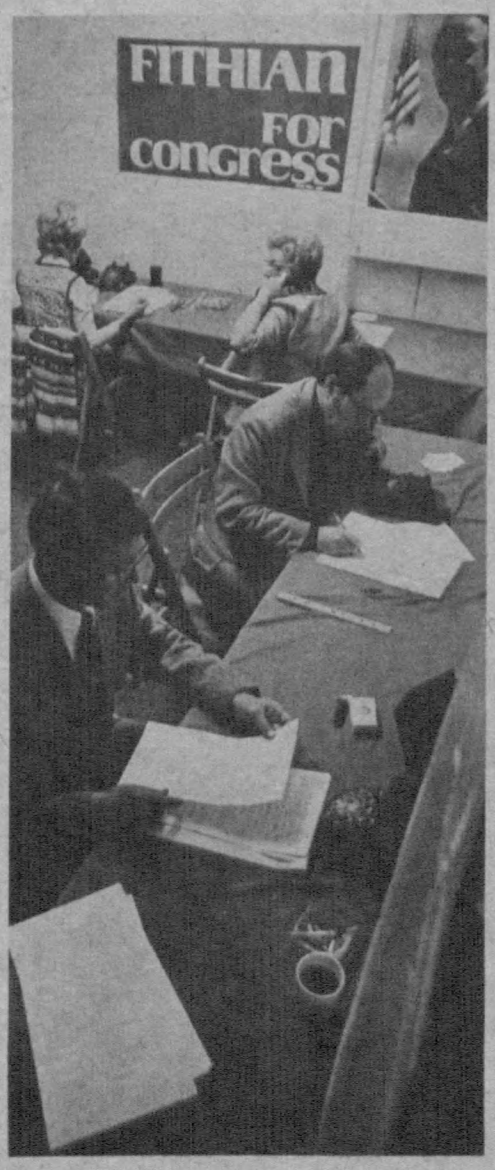
Education CANDIDATES AROUND THE NATION



Congressman Gerry Studds (left) talks over campaign strategy with teacher-leaders in his office in the Massachusetts 12th Congressional district. Studds has a 100 percent "right" voting record for education.

Congresswoman Margaret Heckler (right) talks with teacher-volunteers outside her mobile campaign office at a shopping center. NEA director from Massachusetts Kathleen R. Roberts (left) was among teachers who worked to re-elect this Republican friend of education.

MASSACHUSETTS—Incumbents Margaret Heckler, a Republican, and Gerry Studds, a Democrat, were among winning Congressmen backed by teachers in Massachusetts. NEA's political action arm, NEA-PAC, endorsed both politicians and contributed to their campaigns. Both are strong supporters of the schools and both have top pro-education voting records on Capitol Hill. Studds, for example, voted "right" 100 percent of the time on education issues in 1974, according to NEA's Report Card on Congress.



Teacher volunteers for Fithian remind Democrat and independent voters to go to the polls on November 5.

INDIANA—Teacher-backed Democrat Floyd Fithian, an education conscious Purdue professor, won by a 2 to 1 margin in the 2nd Congressional District race against anti-education, anti-labor Republican incumbent Earl Landgrebe. Landgrebe's cumulative voting record over the last six years discloses that he failed to vote "right" once on 24 education issues, according to NEA. In spite of Landgrebe's anti-education record, his "closed mind" on social issues, and his undying support of former President Nixon, the battle in Indiana's ultra-conservative 2nd District was a tough one. But soft spoken Fithian, aided by teacher volunteers in the Lafayette UniServ area, dozens of Purdue University students, and others, organized his campaign very carefully. His volunteers checked every courthouse in the 14-county district to find names and addresses of Democratic and independent voters. Teachers utilized this list by ringing doorbells, manning nightly telephone banks, and sending campaign literature through the mail, educating voters and exhorting citizens to get to the polls.

HOW NEA-PAC WORKS:

Questions and Answers About NEA's Political Action Arm

What Is NEA-PAC?

NEA-PAC stands for the National Education Association Political Action Committee and is the independent political action arm of the 1.5 million members of NEA.

What Is the Purpose of NEA-PAC?

The objective of NEA-PAC is to help elect candidates to federal office who support federal legislation consistent with the aims of NEA, state and local associations. Major legislative goals in 1975 are federal collective bargaining for teachers and other public employees, and general federal aid to education.

Who Is NEA-PAC?

Each of the 50 state associations or state political action committees has a representative on NEA-PAC. Further, teachers are represented on NEA-PAC through 12 members of the NEA Executive Committee and the NEA Board of Directors, five members from the NEA minority caucuses, two members from Student NEA, and one representative from the National Retired Teachers Association. The three principal officers of NEA-PAC are: Jack Rowe, chairman, Merced, Calif.; Roberta Hickman, vice-chairperson, Urbana, Ill.; and Richard E. Maxwell, secretary-treasurer, S. Yarmouth, Mass.

How Does NEA-PAC Support Candidates for Federal Office?

NEA-PAC demonstrates its support of federal candidates who are friends of education by endorsement in the following manner: (1) making a financial contribution to the candidate's campaign, or (2) making a letter endorsement but no financial contribution.

Who Are These Candidates for Federal Office?

In the 1974 national elections, NEA-PAC endorsed candidates in both the U.S House of Representatives and in the U.S. Senate. In the 1976 national elections, NEA-PAC, in addition to making endorsements in the House and Senate contests, will have an opportunity to endorse a Presidential candidate. The procedure for a Presidential endorsement was approved by delegates at the annual NEA convention in Chicago last July.

How Does NEA-PAC Select Candidates?

No candidate is endorsed without scrutiny at all levels. Incumbents, both supportive and non-supportive, are rated primarily on their voting on educational legislation selected by NEA. Support or non-support of non-incumbents is based on their position on education issues as determined after screening by local and state political action committees. NEA-PAC votes on every proposed Congressional and Senatorial endorsement. No endorsement is final without concurrence of the resident state.

How Is NEA-PAC Funded?

NEA-PAC funds are voluntary contributions from teachers. NEA-PAC money for the 1974 elections came from fund-raising events, individual voluntary contributions, and from transfers of money from state and local political action committees to NEA-PAC. A new system of political fund raising has been developed for the current school year. Most states, responding to an action by the 9,000-member plus NEA Representative Assembly in 1973 have implemented a plan to collect contributions of $1 from each active NEA member, in addition to the annual dues, beginning with the 1974-75 membership year. The contribution plan recommended by the RA provides each member with the opportunity to contribute along with membership dues via payroll deductions. Collection procedures vary from state to state.

NEA International Institute To Open in London With Fall '75 Term

NEA's international sabbatical leave program will open in London beginning with the fall '75 term. The first group of participants is scheduled for early October. A Geneva center will open at a later date.

Functioning on a trimester basis, with each session spanning 12 weeks, the program is designed for professional development in an intercultural setting. Educator-participants will have opportunity for a common core of activities, plus the flexibility for developing individual academic interests. Particular emphasis will be focused on such key areas as: how educators function in their local settings, an understanding of the value and scope of the teaching profession in our own and other societies, how teachers function as professional interest groups in other societies, expectations placed by other societies on their teachers, and the problems teachers in these societies face in the process of effecting educational improvement and social change.

A dynamic, multi-cultural program.

Educator-participants will have the direct experience of comparing educational systems and the role of educators in several different countries.

In Britain, they will have opportunity for in-depth experience with at least one specific area or level of English education and the respective roles of the British teachers. In addition to observing school settings and speaking with the educators themselves, special-interest small-group seminars and individual conferences with tutors will be organized (e.g., study of open school system in Britain, urban education problems in London, preschool education, math in the curriculum, special education programs).

There will also be opportunities for educator-participants to engage in research and study in libraries. Conferences with British teachers, administrators, and school and government officials will be arranged. To provide a broad, overall view, educator-participants will have opportunity for field trips to Edinburgh and Shakespeare country during the first ten weeks of the term. The final two weeks will be spent on the Continent viewing educational systems and the varying roles of educators in Germany and France.

In-service and graduate credit.

Participants in the institute will have earned a certificate of completion which should qualify for in-service credit in their school districts. Educators will also receive two graduate credits from a major American university. Participants wishing to do so may earn an additional four credits by registering for a special graduate program arranged individually.

Room and board are provided under a flexible arrangement to suit the varying needs of individual participants. Hotel rooms will be available, and arrangements are also being made to provide furnished flats for those who choose to bring their families. If children are of school age, arrangements can be made for them to attend London schools.

Cost of program.

Cost of the entire 12-week term will be between $3,000 and $3,500, depending on exchange rates and other factors.

This will include round-trip transAtlantic flights, field trips within the British Isles and on the Continent, room and board, tickets to two cultural events, and dinners to which educators may invite British guests they have met through their work at the institute. Charges for family members will be on a pro-rated basis, and arrangements can also be made for those family members wishing to participate for only a part of the 12-week term.

Limited enrollment.

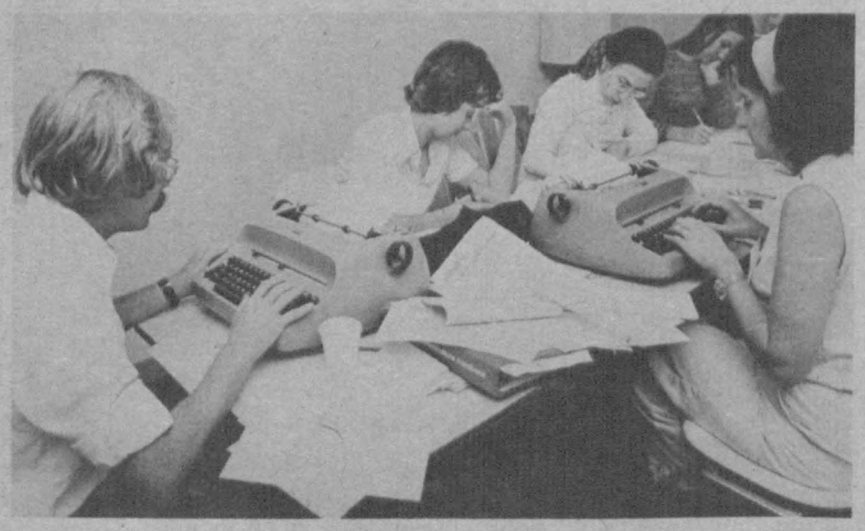
The number of educator-participants in any one term will necessarily be limited so as not to strain the resources of host institutions and to ensure that every individual has an opportunity for a meaningful intercultural experience.

The first term will run approximately from October 1, 1975, to January 1, 1976, followed by second and third terms scheduled approximately for February 1-April 30, 1976, and May 1-July 30, 1976. Educators can elect to participate in one, two, or all three of these terms.

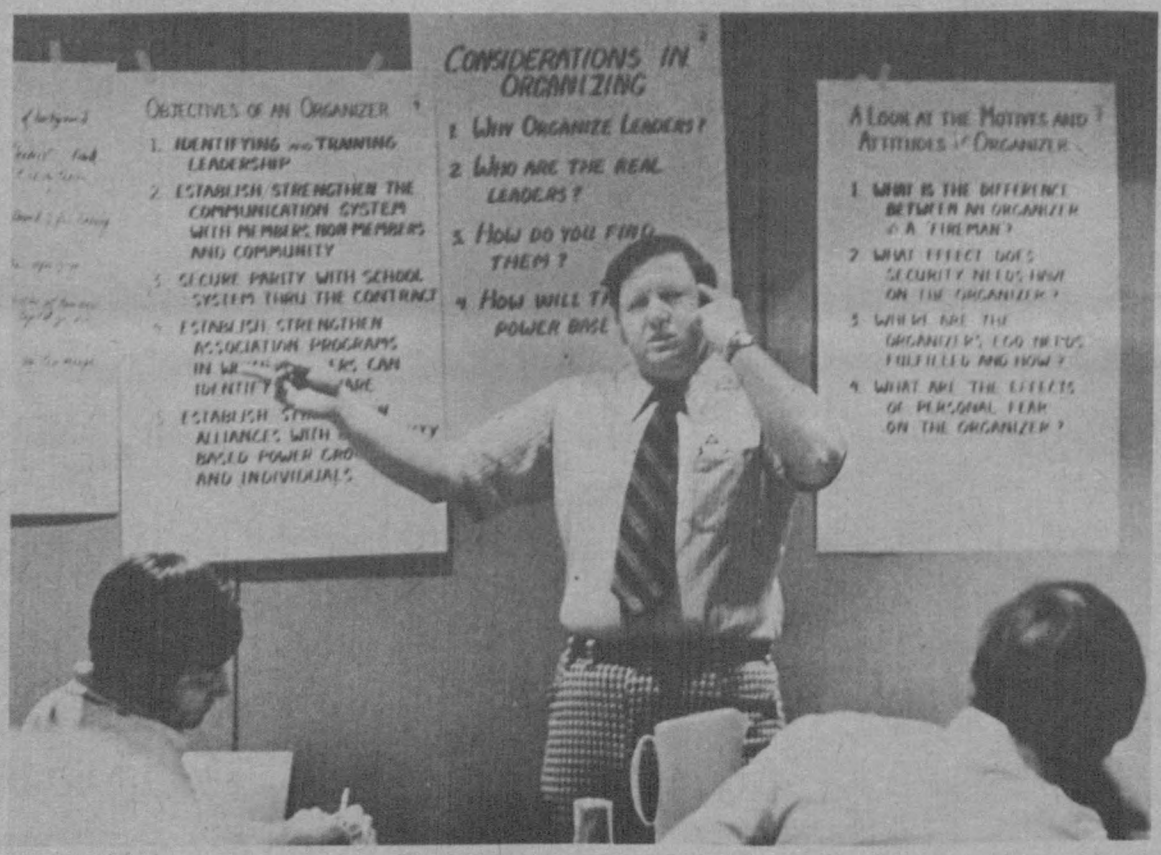
Applications should be completed as early as possible to ensure reserving a place in the term or terms of your choice. To receive complete information and an application, write to: NEA International Institute, at NEA Center, Attention: Natalie Gladstone.

This past year, 12,000 elected and appointed teacher-leaders and staff, including a 20 percent minority representation, have taken NEA training in advocacy organizing, verbal skills, racism awareness, public relations, and program development. Over 30,000 staff and teacher leaders of the United Teaching Profession will undergo similar training by 1976. Two week-long training sessions, one for UniServ representatives in Bloomington, Minn., and another for teacher-leaders in Farmville, Va., are described here.

NEA Expands



Teacher-leaders get firsthand experience in developing and writing stories for newsletters at a communications workshop in Farmville, Va.


OBJECTIVES OF AN ORGANIZER
1. IDENTIFYING AND TRAINING LEADERSHIP
CONSIDERATIONS IN ORGANIZING
1 WHY ORGANIZE LEADERS?
2 WHO ARE THE REAL LEADERS?
3 HOW DO YOU FIND THEM?
A LOOK AT THE MOTIVES AND ATTITUDES OF ORGANIZER
1 WHAT IS THE DIFFERENCE BETWEEN AN ORGANIZER & A FIREMAN?
2 WHAT EFFECT DOES SECURITY NEEDS HAVE ON THE ORGANIZER?
3 WHERE ARE THE ORGANIZER'S EGO NEEDS FULFILLED AND HOW?
4 WHAT ARE THE EFFECTS OF PERSONAL FEAR ON THE ORGANIZER?

Roger Erskine, NEA trainer, explains organizational techniques to UniServ representatives at an advocacy o ganizing training session in Bloomington, Minn.

WASHINGTON, D.C.—NEA has recognized that to ensure strength and viability within the United Teaching Profession, school faculties must have teacher-leaders in the school building equipped to employ crucial skills. Therefore, NEA has expanded its Leadership Training Program to include teachers as well as state and local association staff.

According to several teacher leaders in locals around the country, NEA's leadership training has put teeth in their jawbone. No longer do teachers have to flounder in despair because they lack the skills to meet principals, system administrators, and schools boards head-on.

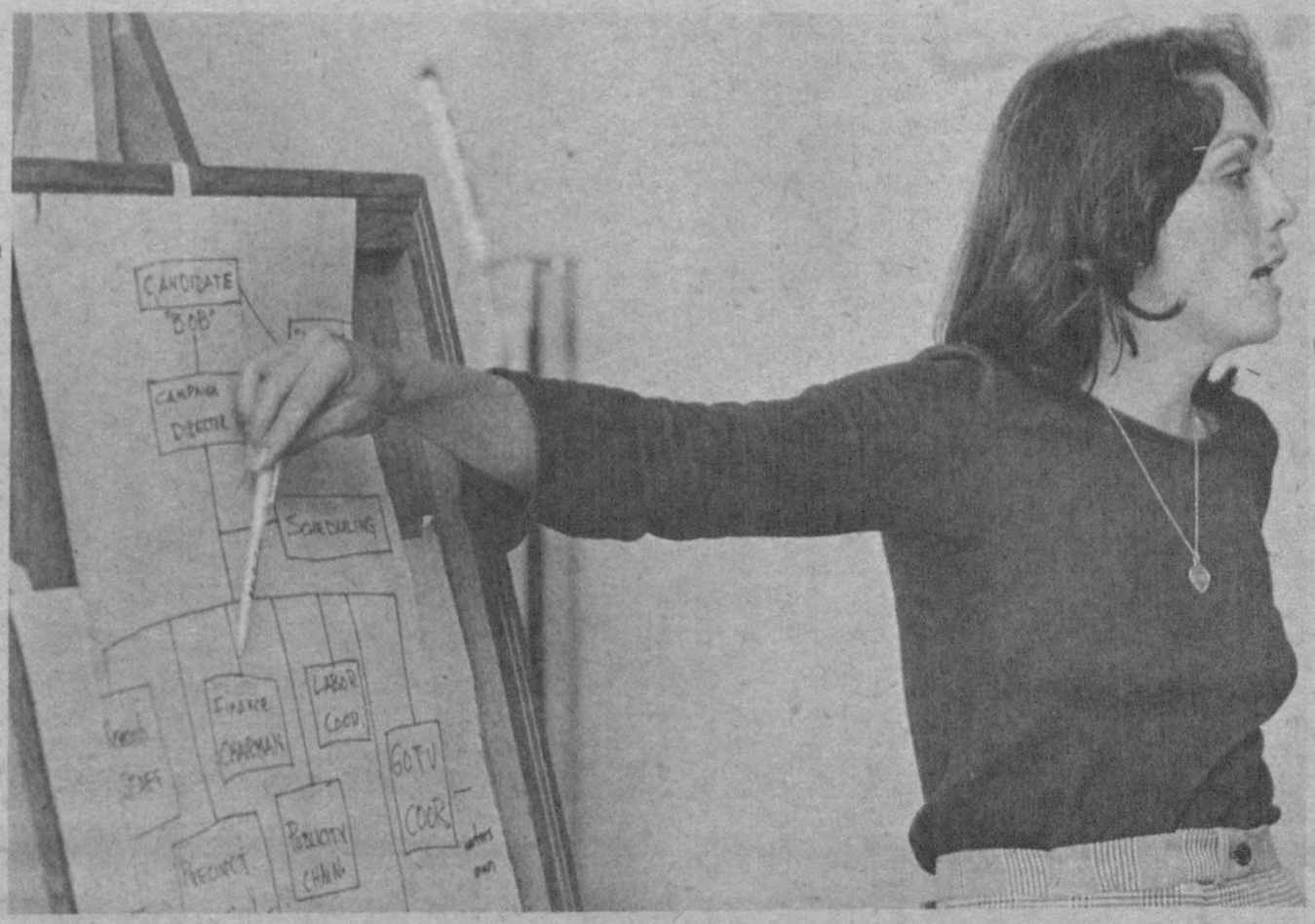
Duane Semler, a UniServ representative for Polk County Suburban UniServ Council in Des Moines, Iowa, told of considerable changes since faculty representatives and other teacher leaders underwent NEA training in his area. He cited an instance at a local high school where the building's three duplicating machines kept breaking down.

"The principal got mad, insinuated that it was the teachers' fault, and warned that the work would have to be sent to the central administration office—which would mean about a two-day delay," Semler said. "Well, the NEA-trained faculty rep got a petition signed by all but two teachers at the high school. He presented the petition to the principal, warning that they were going to present it to the superintendent and the school board. "The following day," Semler said, "three new duplicating machines were delivered to the school."

Semler said another faculty rep expanded membership at his school from 15 to 45 within just a few weeks following his leadership training.

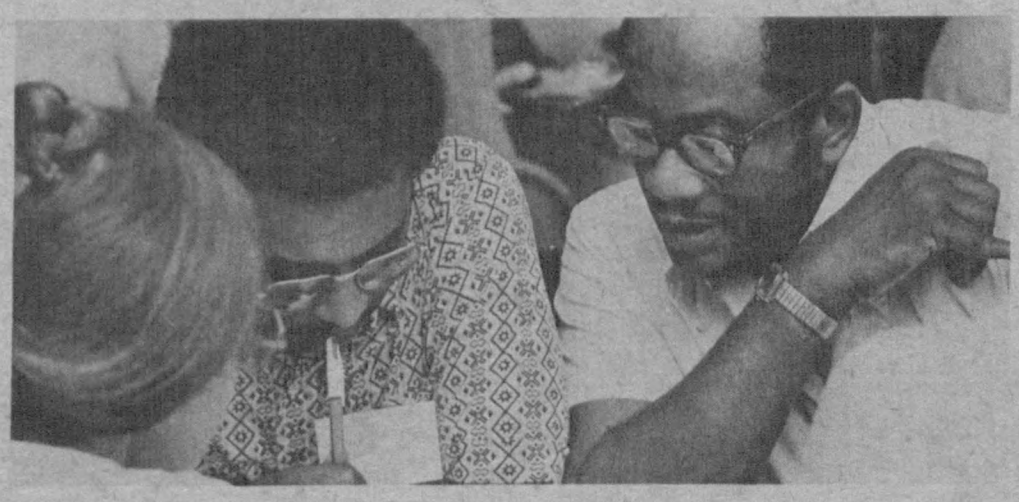
Mary Rose Watson, a former building representative and now a UniServ representative in Fairfax County, Va., said, "In previous years when we sat down with the administration, they were in control—they more or less told us this is what we're going to give you . . . take it or leave it. However," she said, "thanks to NEA's verbal skills and advocate training programs, we have since turned the tables. We have taken control of the situation and reversed all these things."

Leadership Training



An acting campaign director points to one of the more important jobs in a political organizing campaign.

A UniServ representative relates a personal experience at a racism awareness session in Bloomington, Minn.



VEA teacher-leaders ponder a teacher advocacy problem. As a result of their training here, they are capable of delivering similar training in their own local associations.

BLOOMINGTON, MINN.—Organization. That's the key to teacher power. Without it, resolution of teacher problems becomes a difficult task at the very best. But a strong, active, and highly organized local teachers group can move mountains (or school boards).

This message rang clear at a training session here for about 100 UniServ representatives. Along with advocate organizing, other sessions conducted here by NEA dealt with institutional racism, crisis management, and grievance arbitration.

Ralph Joy, NEA's manager of the Leadership Development Program, flanked by a cadre of NEA organization specialists, directed intense and rigorous training sessions, stressing the need for UniServers to reassess their role.

"Far too many UniServers see themeslves as firefighters," said John M. Arisman, an NEA organization specialist. "They get caught up in spending all their time and energy in trying to resolve one grievance after another, and when a real crisis erupts they look around for effective support and find there isn't any."

Arisman said that a UniServ representative must delegate more responsibility to local teacher-leaders. The best way to build a strong, viable organization, he said, is through teacher involvement and developing leadership potential.

FARMVILLE, VA.—Virginia Education Association teacher-leaders acted out situations that closely simulated ones they encounter in their local associations, thanks to a joint NEA-VEA Leadership Development Program held here. And they got expert advice on how to deal effectively with those situations back home.

The week-long leadership school was one of many NEA-state association leadership development programs run throughout the nation.

One component in the training curriculum was a session which focused on teacher advocacy and the role of the faculty representative as an advocate. The session, which made use of NEA's "Advocate" Faculty Representative Training Program, resulted in the development of a corps of VEA teacher-leaders, capable of delivering similar training in their own local associations.

The NEA-VEA Leadership Development Program, held on the serenely beautiful Longwood College campus here, also included studies in membership, recruitment, human relations, finance and budget analysis, political action, grievance processing, roles and responsibilities of staff and leaders in UniServ councils, communications, and constitutional drafting.

Participants in the political action session divided into two camps for a simulated election campaign. The campaign was based on actual races in two Virginia Congressional districts, and group members simulated the duties of campaign managers and finance, research, publicity, and voter contact chairmen. Robert R. Richards, UniServ director for the Norfolk Education Association and a Democratic candidate for Congress, offered his first-hand experience on campaign organizing.

In the membership sessions, teacher-leaders learned to anticipate problems in local membership drives and picked up strategies to overcome them. Participants in the human relations group focused on developing human relations workshops in local associations by simulating conflicts which might occur at the local level.

Colorado Teacher Sues on Right to Criticize

BRIGHTON, COLO.—Asserting that he was not rehired because he criticized the school board, a teacher here has filed suit for reinstatement and $200,000 damages and costs. Kenneth Bretz, who taught mathematics in North Junior High School, is supported by NEA and the Colorado Education Association in the suit filed in U.S. District Court, Denver.

Bretz explains in the brief that his nonrenewal for the present school year stemmed from his having objected when the board delayed by some two hours an educational presentation to be given at the board meeting by a group of faculty members and students. The next day the principal informed him that the superintendent and board chairman wished to dismiss him and that he should apologize to both. He did apologize to the superintendent, the complaint notes, "not for speaking, but for any language that may have caused unnecessary hard feelings or misunderstandings."

In early April this year, a short time after Bretz was given a superior evaluation by the principal, the teacher received notice from the principal that he would not be rehired.

The lawsuit contends that Bretz was never warned that speaking out as he did in "fair public criticism was forbidden or might result in punitive action . . .," nor was he given a full and fair hearing. The suit contends he was deprived of rights of free speech and expression under the First Amendment. It further alleges that the teacher was entitled to continued employment in the absence of a showing of sufficient cause for dismissal.

Also pending in the same court in Denver is a suit by a teacher who was fired without a hearing by Southern Colorado State College, Pueblo, because of declining enrollments and tight finances. Lyle V. Brenna, a tenured teacher with seven years' employment at SCSC, asserts that less qualified and nontenured faculty were retained by the college and that the college did not employ reasonable criteria in deciding which faculty to release.

NEA President Visits P.U.S.H. EXPO 74

NEA President James Harris visits P.U.S.H. EXPO 74 in Chicago. The trade and culture exposition, sponsored by People United to Save Humanity, had as its theme this year, "The Worker." At left Harris chats with Illinois Sen. Adlai E. Stevenson III. In lower photo Harris speaks with P.U.S.H. President Rev. Jesse Jackson.

CARR SCHOLARSHIP APPLICATIONS SET

WASHINGTON, D.C.—Applications for the 1975-76 William G. Carr Scholarship are now available from NEA and may be submitted until February 1, 1975.

A $2,000 grant will be awarded to a graduate student in the United States for a project involving international or comparative education or to a teacher for a project dealing with teachers associations in other countries. The scholarship recipient will be selected by a subcommittee of the NEA Executive Committee and announced in May.

The program was established in 1967 to honor the former executive secretary of NEA.

Requests for applications and inquiries should be directed to NEA Programs at NEA Center.

April 1 Deadline for NEA Candidates

WASHINGTON, D.C.—April 1 is the deadline for advance filing by candidates for NEA offices who wish to have information about their candidacies published in the NEA REPORTER. Data sheets and official filing forms are available from NEA Center.

NEA officers to be elected at the 1975 annual meeting in Los Angeles, July 3-8, include the president, vice-president, and six members of the Executive Committee.

Submission of filing and publicity forms does not constitute an official nomination for elective office. Official nominations take place during the first session of the NEA Representative Assembly.

A candidate must have been a member of NEA for the five-year period immediately preceding his candidacy.

Communications should be addressed to NEA Center, Executive Office: Attention: Mrs. Irma Kramer.

NEA 1975-76 BUDGET-MAKING UNDER WAY

NEA Program and Budget Committee members at work. Left to right, they are Mary Christian, liaison from the Committee on Planning and Organization; Merlyn (Pete) Smith, director from Oregon; Neil Sands, higher education liaison; NEA Vice-President Willard McGuire; John Skinner, student representative; Cornelia Jackson, director from Michigan; NEA Treasurer John McGarigal; Oliver Ocasek, NEA Executive Committee; Lloyd May, director from Kentucky; and Anthony Butler, director from Alabama.

WASHINGTON, D.C.—The NEA Committee on Program and Budget has begun the 1975-76 budget-making process for the Association. Chaired by NEA Treasurer John McGarigal, the committee is holding a series of meetings that started in September.

All committee meetings are open to members and input into the process from individuals and groups is welcome. Inquiries and suggestions should be forwarded to John T. McGarigal, Treasurer, at NEA Center.

Additional meetings of the committee are scheduled on December 12-14, January 31-February 2, February 13, March 20-23, April 30-May 1, and May 5 (tentative). All of these sessions are planned for NEA Center.

Prior to its adoption, the 1975-76 budget will be developed by the committee, reviewed by the NEA Executive Committee, approved by the Board of Directors, and discussed at an open hearing held before the convening of the 1975 Representative Assembly.

Puerto Rico Unity Target Set

HATO REY, PUERTO RICO—With September 1975 the target date for Puerto Rico teacher unification, NEA and its affiliate, the Asociacion de Maestros de Puerto Rico, have launched "an enormous awareness program" aimed at the island's 26,000 teachers.

Recognizing that communication between NEA and AMPR members has been a problem because of the language barrier, NEA sent staff here last month to work directly with AMPR staff—to translate NEA materials into Spanish, to help update teacher address lists, and to assist in setting up a more effective communications network between AMPR staff and the teachers.

In addition, four bilingual AMPR staff members who will form the nucleus of the unification thrust underwent training at NEA Center in Washington, D.C., in early October.

Puerto Rico, Texas, Tennessee, and Arkansas are the remaining affiliates that have yet to vote unified membership.

LOCALS GET COST-OF-LIVING CLAUSES

WASHINGTON, D.C.—Cost-of-living clauses, the most viable tool yet discovered to sever the strangling tentacles of inflation, have been successfully negotiated by more than 100 local NEA affiliates around the nation, according to reports received at NEA Center.

Other teacher-leaders are working for cost-of-living provisions in the next contracts—provisions that offer salary-increase protection which some 4.6 million American workers already enjoy. Associations in Livonia and Wyoming, Michigan, were among the first in the nation, back in 1971, to win cost-of-living adjustments.

ORIENTAL HOLIDAY 1975 (OH)

$895 (plus 10% tax/ser.) for 19 days and 17 nights in

JAPAN, THAILAND, HONG KONG, KOREA

Korean Airlines DC-10 Wide-Bodied Jets

Tour	Dates	Departure Cities
OHT- 1	June 24-July 13	**New York**, Wash. D.C.,* and Baltimore*
OHT- 2	June 29-July 18	**Chicago** and Detroit*
OHT- 3	July 04-July 23	**Philadelphia** and Pittsburgh*
OHT- 4	July 09-July 28	**Wash., D.C.** and Buffalo*
OHT- 5	July 14-Aug. 02	**New York** and Boston*
OHT- 6	July 19-Aug. 07	**Chicago** and Minneapolis*
OHT- 7	July 24-Aug. 12	**Philadelphia**
OHT- 8	July 29-Aug. 17	**Wash., D.C.** and Columbus*
OHT- 9	Aug. 03-Aug. 22	**New York** and Boston*
OHT-10	Aug. 08-Aug. 27	**Chicago** and Indianapolis*
OHT-11	Aug. 13-Sept. 01	**New York**

* Transportation between these "additional cities" and Charter Departure City shown in bold print will be via regular scheduled flights. Availability of special "additional cities" arrangements is limited.

THESE TOURS INCLUDE—

5 nights in Tokyo at the New Otani Hotel (New Tower)
5 nights in Bangkok at the Rama Hyatt Hotel
5 nights in Hong Kong at the Miramar Hotel
2 nights in Seoul at the Walker Hill Resort Hotel

PLUS—

- Round-trip transportation via Korean Airlines DC-10 jets with meals, complimentary beverages, free stereo and movies in flight.
- First-class hotel accommodations (with private bath and air-conditioning) based on double occupancy
- Full American breakfast daily
- Welcome cocktail party with hot and cold hors d'oeuvres
- One welcome dinner
- One farewell dinner
- Half-day sight-seeing in each city by deluxe, air-conditioned motorcoach. (No sight-seeing provided in Seoul, Korea.)
  1. Tokyo: Half-day city tour
  2. Bangkok: Floating Market and Royal Barge tour
  3. Hong Kong: New Territories tour
- Fully escorted by local, professional guides
- All transfers
- Baggage handling
- Local taxes and gratuities
- Orient Holiday hospitality desk in each hotel
- Free flight bag on arrival in Tokyo

Participants must fly *westbound* and *eastbound* together on dates of selected tour. Departure times to be announced approximately one month prior to departure.

All transportation will be via Korean Airlines DC 10 jets, affinity charter basis, with a capacity of 345 seats. Land cost: $397.13 including tax and service charges; $585.37 for airfare portion on DC-10 jets. The administrative fee by charterer is $2 per person. Airfare portion is subject to increase on a pro-rata basis should the number of participants be less than 345.

OPTIONAL ADDITIONAL TOURS:

The 17 days are left fairly unstructured to enable each person to plan his own itinerary. In each city, half-day and full-day sight-seeing tours are available as well as a 2-day trip to Kyoto. Upon registration, a complete list of all optional tours with prices will be included in your mailing packet. It is not necessary to book any of the optional excursions prior to departure. Five West Coast departures available. Please write to NEA Educational Travel for dates.

1975 NEA-SPONSORED CHARTER FLIGHTS

WRITE FOR COMPLETE SUMMER 1975 NEA TRAVEL PROGRAM

NEA Educational Travel will issue its 1975 summer PASSPORT TO THE WORLD as a 16-page newspaper. Because of rapidly increasing production costs, the tabloid replaces the previous 48-page catalog.

First copies of PASSPORT TO THE WORLD will be mailed in January. If you have not already requested a copy of the 1975 summer travel program by letter or through the Reader's Services card in *Today's Education*, you may order a copy from NEA Educational Travel, at NEA Center.

TRANSPORTATION ONLY

Charter Code	Depart	Return	Cities	Round Trip Price
CW- 1	June 18	July 21	Minneapolis-Amsterdam-Minneapolis	$359
CP- 2	June 19	August 14	Detroit-Amsterdam-Detroit	329
CW- 3	June 24	August 20	New York-Amsterdam-New York	289
CW- 4	June 25	July 31	New York-Amsterdam (June 25) Madrid-New York (July 31)	289
CW- 5	June 29	August 19	Chicago-Amsterdam-Chicago	346
CP- 6	July 1	July 16	New York-Amsterdam-New York	269
CP- 7	July 2	July 22	New York-Amsterdam-New York	289
CP- 8	July 2	July 24	Wash., D.C.-Amsterdam- Wash., D.C.	313
CW- 9	July 6	July 24	Philadelphia-Geneva-Philadelphia	322
CP-10	July 7	July 29	Detroit-Amsterdam-Detroit	329
CW-11	July 13	August 6	Minneapolis-Amsterdam-Minneapolis	360
CP-12	July 15	August 26	Philadelphia-Amsterdam-Philadelphia	300
CP-14	July 16	August 14	Boston-Amsterdam-Boston	287
CP-15	July 17	August 5	New York-Amsterdam-New York	289
CW-16	July 22	August 13	Atlanta-Amsterdam-Atlanta	345
CW-17	July 28	August 31	Chicago-Madrid (July 28) Amsterdam-Chicago (August 31)	335
CP-18	July 29	August 23	New York-Brussels (July 29) Amsterdam-New York (August 23)	303
CP-19	July 31	August 20	Chicago-Amsterdam-Chicago	338
CI -20	August 4	August 19	New York-Amsterdam-New York	287
CF-21	August 5	August 26	New York-Helsinki-New York	343
NEA AFFINITY GROUP FLIGHT TO INDIA				
CI - 1	July 18	August 2	New York-New Delhi-New York	651

Key	Airlines
CW	World Airways
CP	Pan American World Airways
CI	Air India
CF	Finnair

Type of Aircraft	No. of Seats
DC-8	252
Boeing 707	179
Boeing 747	349
DC-8	185

All NEA charter and group flights are costed on an affinity basis. To be eligible you must have held NEA membership six months prior to flight departure date, per Civil Aeronautics Board (CAB) regulation. Other eligible participants: spouse, dependent children and parents of members, if they reside in the same household. Brothers, sisters, cousins, non-member friends, etc. are NOT eligibile to participate in the charter flight per CAB regulations. All prices subject to change. Airfares quoted are subject to increase on a pro-rata basis should the number of passengers be less than the capacity of the aircraft.

The air fares quoted above include U.S. departure taxes as well as foreign departures taxes. Also included is an NEA administrative fee of $8.70. There is no administrative fee included on the group flight to New Delhi since this is on a scheduled flight and is not an NEA charter.

ACADEMIC CREDIT TO CHARTER FLIGHT PARTICIPANTS: In connection with the Western Illinois University *Study Abroad* program, NEA charter flight participants desiring to earn credit may obtain information by writing directly to: International Services, Western Illinois University, Macomb, IL 61455.

celebrate SPRING! WITH NEA TRAVEL

SPRING IN EUROPE, 1975

EASTER ON THE ADRIATIC (EA), March 29 to April 5, 1975; $359 from N.Y.C., plus 10% tax and service (based on chartered Yugoslav Airlines Boeing 707 jet). Spend six nights in Split, located at the mid-point of the Dalmatian Coast in Yugoslavia, where climate is tempered by the Adriatic Sea to make this city an ideal one to visit in any season. Your price includes transportation, airport transfers, porterage for one suitcase, Continental breakfast and dinner daily, hotel based on use of twin-bed room in the deluxe Hotel Lav, plus services of a tour escort and tips for services in connection with the tour.

SPRINGTIME IN LONDON (SL), March 22-30, 1975, and from March 29-April 6, 1975; $399 plus 10% tax and service from New York City (based on group-inclusive airfare, via Air India jet). Tour includes seven nights in London at the first-class Regency Hotel. You will have an introductory sightseeing tour of the city and two theater tickets to shows of your choice. Price includes air transportation, airport transfers, porterage for one bag, Continental breakfast and dinner daily, hotel accommodations based on twin occupancy at the Regency Hotel, two theater tickets, services of a tour escort, one-half day of sightseeing, and tips for services.

EASTER IN MALLORCA (EM), March 24-30, 1975; $389 from New York City, plus 10% tax and service (based on use of affinity airfare via Iberia Airlines jet). You will spend five nights in Palma de Mallorca, capital of the island and largest of the Balearic group. Your hotel will be the beautiful Melia Mallorca, which is fully air-conditioned and includes two illuminated swimming pools among its accoutrements. Upon arrival, a festive sangria party will welcome you. Price quoted above includes transportation, airport transfers, porterage for one bag, accommodations based on twin-bed occupancy at deluxe Melia Mallorca, Continental breakfast daily, the sangria party, services of a tour escort, and tips for services.

GUATEMALAN FESTIVAL (EG)

March 29, 1975-April 6, 1975 from New York, $489 (plus 15% tax and service). Round-trip jet transportation from New York; first-class hotel accommodations with private bath throughout, based on twin occupancy; 3 nights in Guatemala City; 3 nights in Antigua; 2 nights in Lake Atitlan; 16 meals; transfers; baggage handling; visits to the markets of Solola and Chichicastenango; excursions to Tikal, lost city of the ancient Mayas, and to Lake Atitlan, where you cross the lake by motorlaunch to the Indian village of Santiago de Atitlan; observe the religious ceremonies held at the 400-year old church of Santo Tomas; city tours of Guatemala City and Antigua.

EASTERTIME IN MEXICO (EME)

Acapulco-Taxco-Mexico City; March 26-April 2, 1975, from Philadelphia $398 (plus 15% tax and service). **Price includes:** Round-trip jet transportation from Philadelphia via American Airlines jet (Boeing 707); first-class hotel accommodations with private bath throughout, based on twin occupancy; 3 nights in Acapulco at the Ritz Marriott Hotel; 1 night in Taxco at the Hotel De La Borda or Posada de La Mision; 3 nights in Mexico City at the Chateau Royal; 12 meals; transfers; baggage handling; a one-hour cocktail reception before the farewell dinner in Acapulco; a performance by the "Rolando Pimentel" Folkloric Group after the farewell dinner in Acapulco; welcome tropical drink on arrival at your hotel in Taxco; welcome domestic drink on arrival at your hotel in Mexico City; half-day tour of the Pyramids of Teotihuacan and Shrine of Guadalupe in Mexico City; half-day tour of Mexico City highlights and the Museum of Anthropology; all baggage handling at the airports and hotels for one piece of luggage; all taxes and gratuities in conjunction with scheduled tour activities.

SPRING IN LATIN AMERICA COMBINES COLOMBIA, PANAMA IN ONE TOUR

THE ANDES AND THE LOCKS (CPE) March 29-April 5, 1974; $398 from Miami, Florida. Includes 4 lunches.

Evening departure from Miami on March 29 via Braniff International jet to Bogata, Colombia. Transfer to Hotel Tequendama, an Inter-Continental hotel providing North American-type service. On the second day a full-day tour across the Bogota Plateau to the town of Zipaquira will feature the unique Salt Cathedral. This unusual cathedral containing altars sculptured entirely of salt can be reached by automobile via the large tunnels of the mine. After lunch at the Hospederia, drive to Guatavita, a lagoon rimmed by high mountains which was venerated by the ancient Chibchas and said to be the source of the legend of El Dorado.

Start in the morning on the third day for visits to Monserrate, the house of Bolivar, the world-famous Gold Museum and a tour of the Colonial section. The fourth day will be spent on an excursion to Fusagasuga, a drive that takes you through the southern Bogota Plateau and the village of Soacha. In Fusagasuga you will visit an orchid garden and a coffee plantation. Enjoy lunch at a typical restaurant of the area.

Fly on the fifth day to Panama and upon arrival transfer to the Hotel El Continental for the remainder of the day at leisure.

Full-day touring on the sixth day will include the ruins of the old city of Panama which was burned by the pirate Morgan in 1671. You will see Colonial Panama, founded in 1673. See St. Joseph's Church, with its impressive golden altar. Continue the tour with the **Bovedas,** the French Plaza, Independence Park, Santa Ana Church, the Presidential Palace, National Theatre, and the University of Panama, among other places of interest. Finally, see the Miraflores locks of the Panama Canal, where an official lecturer will explain the process of raising great ships 54 feet between ocean and lake levels.

After a full seventh day visit to Isla de Oro, a naturalist's paradise devoted to protecting bird and animal life of the region, including lunch at the club house restaurant, depart at noon on the eighth day for the return to Miami, arriving in late afternoon.

PARADISE IN THE BAHAMAS (EB)

Feb. 16-23, 1975, $299 plus 15% tax and service from Hartford, CT. March 23-30, 1975, $319 plus 15% (tax and service) from Chicago. March 30-April 6, 1975, $299 plus 15% (tax and service) from Washington, D.C. For a break from work and wintry temperatures, jet to sunny Paradise Island and the Holiday Inn on Pirates Cove. Endless opportunities await you: golf, tennis, sail, snorkel, scuba, bike ride, deep-sea fishing, duty-free shopping. All this plus dazzling night clubs and plush casinos tempt you to try "lady luck." Your tour price includes round-trip jet transportation on Trans International Airlines; hotel accommodations and pre-registration for 7 nights; all baggage handling; all tips; ½-day of sightseeing in Nassau; one rum-swizzle party; hospitality desk to book optional tours or help you with individual plans. Optional dining-plan available for 5 breakfasts and 5 dinners for $60.

JAMAICAN INTERLUDE (EJ)

Feb. 16-23, 1975, $329 plus 15% tax and service from New York. March 23-30, 1975, $329 plus 15% (tax and service) from Philadelphia. March 30-April 6, 1975, $349 plus 15% (tax and service) from Chicago. A week at the brand new, deluxe Trelawny Beach Hotel, situated on a beautiful beach mid-way between Montego Bay and Ocho Rios. Golf, tennis, swimming, snorkling, sun-bathing and exploring Dunns River Falls and Montego Bay are only a few of the delights awaiting you. Your tour price includes round trip jet transportation on Trans International Airlines; hotel accommodations and pre-registration for 7 nights; all baggage handling; all tips; one-half day of sightseeing in Montego Bay; 2 rum-swizzle parties; hospitality desk to book optional tours or help you with any plans. Optional dining plan available for 5 breakfasts and 5 dinners for $50.

RENDEZVOUS IN RIO (RBE)

March 25-April 2, 1975, $359 from New York City (plus 15% tax and service charge). Single room supplement: $69.00 additional. 8-Day vacation in Rio De Janeiro, Brazil features:

- Round-trip jet air transportation from New York City via Trans International Airlines DC-8 stretch jet
- In-flight meals and beverages at appropriate hours
- Accommodations for 7 nights at the superior, first-class Hotel Gloria, located between downtown and Copacabana in the Flamengo Beach area, in twin-bed rooms with private bath or shower
- Round-trip transfers between airport and hotel
- Breakfast daily, consisting of fruit or juice, rolls, cheese and Brazilian coffee, tea or milk
- One full-day orientation tour of the city
- Orientation meeting with samba music
- A visit to a gem workshop and a free souvenir
- Gala dinner at one of Rio's well-known **churrascárias** (steak houses)
- A map and guide to Rio to be furnished upon arrival at hotel
- Shopping discount at Mesbla, S.A., one of Rio's most prestigious department stores
- Services of a tour host throughout the trip
- All taxes, tipping and service charges in connection with scheduled tour activities
- U.S.A. and Brazilian departure taxes

Optional side tours available at additional cost.

EASTER IN HAWAII (EH-1, 2)

EIGHT-DAY TOURS EH-1 March 23-30, 1975; EH-2 March 30-April 6, 1975. **PRICES:** $489 from Baltimore, Boston, Miami, Hartford, New York, Philadelphia, and Washington, D.C. $459 from Atlanta, Cincinnati, Buffalo, Columbus, Dayton, Indianapolis, Louisville, Memphis, and St. Louis. $399 from Chicago, Dallas, Denver, and Kansas City (all price plus 10% tax and service). **Tours include:** Round-trip transportation from departure city to Honolulu via United Air Lines jet; accommodations for six nights, based on sharing twin-bed, air-conditioned rooms, at the Outrigger East, a first-class hotel located within 3 blocks of Waikiki Beach; round-trip transportation between airport and hotel; porterage and tips for two suitcases; traditional flower lei greeting; get-acquainted briefing; city and Punchbowl National Memorial Cemetery tour; services of a local tour coordinator; and all tips to guides/coordinators for scheduled tour activities. Cost of single room will be $72 additional. Rate for three persons in a room (triple) $10 reduction per person. Reduction for child (2 through age 11) $99.

ALOHA EASTER (AE-1, 2)

EIGHT-DAY TOURS AE-1 March 23-30, 1975; AE-2 March 30-April 6, 1975. **PRICES:** $569 from Baltimore, Boston, Miami, Hartford, New York, Philadelphia, Washington, D.C.; $539 from Atlanta, Cincinnati, Buffalo, Columbus, Dayton, Indianapolis, Louisville, Memphis, St. Louis; $489 from Chicago, Dallas Denver, Kansas City (all prices plus 10% tax and service). **Tours include:** Round-trip air transportation via United Air Lines jet; round-trip transportation between airport and hotel; 6 nights at the first class Hilton Hawaiian Village; porterage and tips for two suitcases; traditional flower lei welcome; get-acquainted briefing; city and Punchbowl National Memorial Cemetery tour; services of a local tour coordinator; no regimentation; all tips to guides-coordinators for scheduled tour events; 6 full buffet breakfasts, including all taxes and tips. Price includes accommodations at the per person rate, based on sharing twin-bed, air-conditioned rooms. Single room supplement will be $99 additional. Rate for three persons (triple in a room) $10 reduction per person. Reduction for child (2 through 11) $99.

APPLICATION FOR RESERVATION KV

Deposit of $125 per person for charter flights, $100 per person on spring (Easter) tours, and $200 per person for summer tours is required. On tours/flights requiring NEA membership, please enclose the computer label from your most recent issue of the NEA REPORTER or TODAY'S EDUCATION and mail with your deposit to: NEA Educational Travel, 1201 16th St., N.W., Washington, D.C. 20036.

Please reserve ..... spaces on (tour/flight code) ..... departing on ..... from ..... Deposit of $ ..... is enclosed.

NAME(S) .....

ADDRESS .....

CITY ..... ZIP ..... Home telephone ..... (Include area code)

Business telephone ..... (Include area code) Age (for rooming purposes) .....

CONDITIONS APPLYING TO TOURS/FLIGHTS.

PRICES: All tour prices are per person, based on twin occupancy. Single accommodations, if available, are at additional cost. There is a $15 administrative cancellation fee on all tours and flights cancelled, regardless of reason. Additionally, if cancellation is received less than 60 days prior to departure, the amount of refund will depend on charges made against NEA Educational Travel due to such cancellation.

IMPORTANT: All charter flights described in this announcement and tours *Rendezvous in Rio, Eastertime in Mexico, Oriental Holiday, Easter on the Adriatic, Easter in Mallorca, Paradise in the Bahamas,* and *Jamaican Interlude* require NEA membership of at least six months duration prior to tour/flight departure, per C.A.B. (Civil Aeronautics Board) regulations. Eligibility for members of the immediate family on these tours/flights is restricted to the spouse, dependent children and parents residing in the NEA member's household. Other tours announced in this publication are open to NEA members, other relatives and friends (non-members).